



UNIVERSITY OF CAPE TOWN

FACULTY OF EDUCATION

TOPIC: Researching school-business and industry cooperation in an opportunity-deprived and less wealthy, disadvantaged sector of a specific community in the Western Cape: Towards effective partnership. An Exploratory study.

A dissertation presented
in partial fulfillment
of the requirements for the Degree of

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Planning and Social Policy
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CHAPTER ONE

INTRODUCTION TO THE STUDY

This minor dissertation examines the nature of cooperation between schools and business/industry in an opportunity-deprived, less wealthy, disadvantaged sector of a specific community in the Western Cape. It will attempt to show that a community created by Apartheid and stripped of both political and economic power, can demonstrate the willingness and determination to work together and with business/industry towards forming, amongst others, sound, sustainable and effective school business/industry partnerships.

It is hoped that through the investigation and analysis of existing links or relationships and the consequent promotion of EDUCATION BUSINESS PARTNERSHIPS within the framework and philosophy of the RDP, a community like Atlantis, disadvantaged by the social and political injustices of apartheid will gain greater access to opportunity, resources and skills. The purpose of the research will fundamentally be to identify what linkages, in whatever form, exist between schools and business/industry in the Atlantis area; to encourage them if they do not exist; to gather information about past innovations in this regard and to find out how people feel about past efforts. The idea is to stimulate people into reflecting on past experiences and to search for more effective ways of managing the relations between local schools and their environments, particularly the

Business/Industry sector.

Another objective is to discover how these innovations operationalise; how they came about. In other words: what are the underlying forces that drive these collaborative activities? It also seeks to determine the constraints or obstacles that hinder operations of this kind, and the emerging potential of current initiatives for more constructive future interactions.

There is no doubt that the idea of partnership between schools, business and the wider community has developed rapidly during the past few years. This thesis will purposefully seek to find out why there have been increased efforts during the past two decades, internationally and, to a lesser extent, nationally, on the part of both Education and Business, to work in partnership to the mutual benefit of both. It would then focus on improving the quality of existing links in the Atlantis community so that local Business/Industry can achieve its' objectives in terms of recruitment, marketing and the promotion of image, whilst local schools achieve their goals like providing better-prepared future employees, increasing pupils knowledge and improving motivation and creativity levels and discipline.

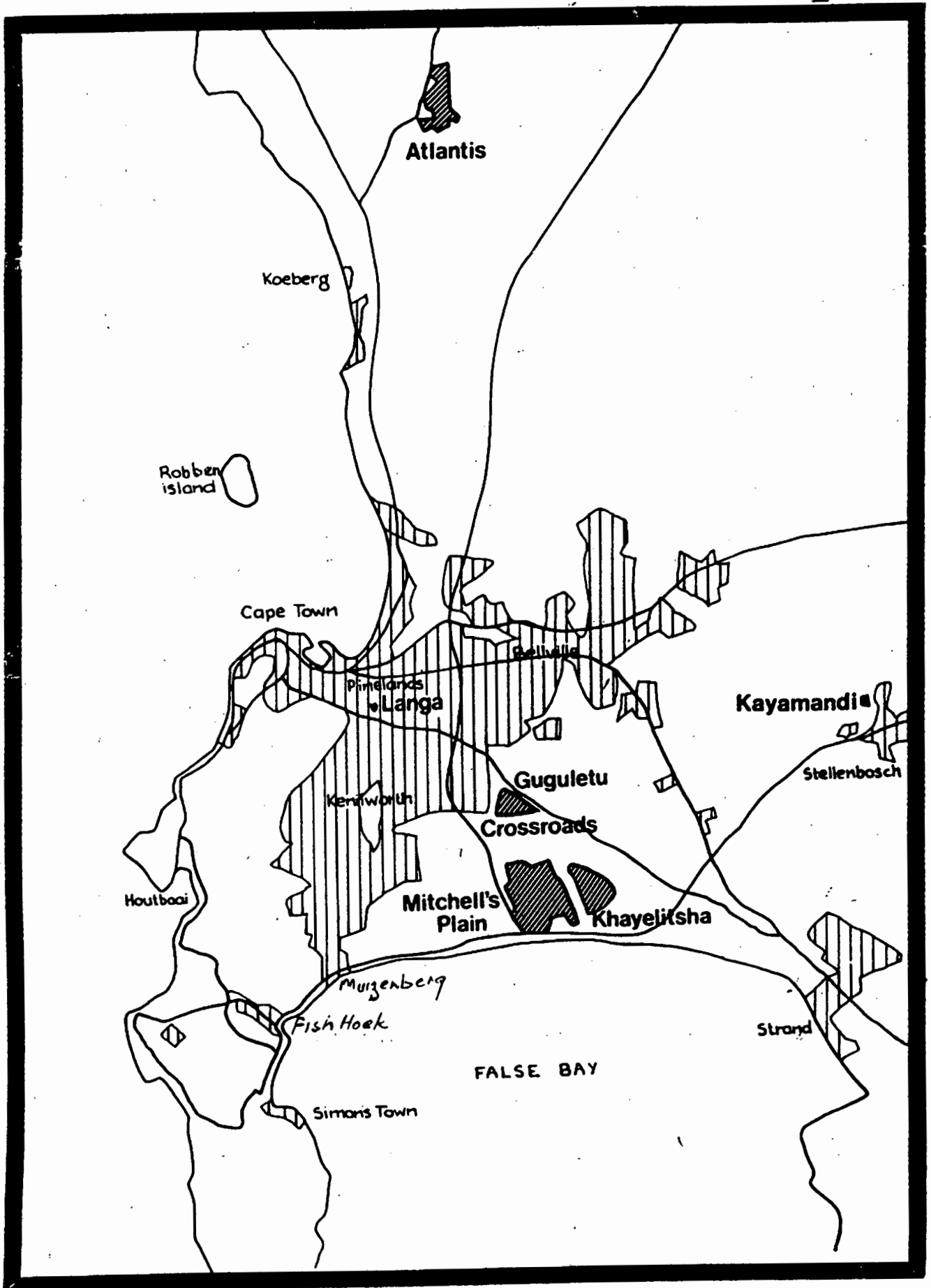
Other benefits arising from an investigation like this would be encouraging role players and stakeholders to replan or reshape current activities; maybe reprioritise objectives, relocate resources and reorient 'partners' in terms of new strategies. New activities or projects may be developed and identified once a

common agenda is established. Information on successful joint activities will be disseminated and published for future use. Ultimately, the research project is aimed at providing an analysis about Education Business Partnerships (EBPs) which could be read with profit by a much wider audience than teachers.

The motivation for the research project and reason for choosing this topic, is linked to an ambitious programme embarked upon in Atlantis in June 1992, to begin to reconstruct apartheid's lost city. The objective of this programme was to develop and launch a community driven socio-economic development strategy to address the crisis in Atlantis. The town, planned in 1970 to be the major growth point for so-called "Coloured" housing in the Western Cape, is situated immediately west of Mamre and south of Malmesbury, and about 45km north of Cape Town along the West Coast Road. Initially, Atlantis was planned for 500,000 "coloured" people to be settled there in the next 35 years in an attempt to curtail the growth of "coloured" people in Cape Town, "but at present only the first of the six projected towns has been developed with 8 000 houses built for a population estimated to be about 80 000, i.e with an occupancy rate of +- 10 persons per dwelling (though the official figure stands at 7 persons per unit)".(Township Profiles: 1992: 13)

The planning of Atlantis also provided for the establishment of a large industrial area which at first accommodated approximately 60% of all workers living in the township. Industrial land can be bought for as little as R10/square metre and is amongst the

Western Cape



most favourable in the developed areas of the Republic of South Africa, and its location makes it easily accessible along the N7 and West Coast road. The existing industrial area is 50% developed, which means that 750 hectares of gross industrial land is still available for development. Thus, a lot of economic growth is forecast, but no real development is taking place presently, because the present government is not continuing with the State-provided resettlement incentives with which its predecessor has attracted new industrialists into the area. Instead, the withholding of these incentives has led to a number of companies leaving the area, contributing further to the high unemployment rate.

The sustained development of Atlantis was always in doubt because of a combination of unique socio-political factors as well as its inherent weaknesses as a product of apartheid development. Stripped of both political and economic power the Atlantis residents have suffered high unemployment levels, poverty, increasing social problems and lack of adequate services. Over a two year period, from 1989 to 1991, the crisis for the residents deepened when 21 factories closed and 2 000 industrial jobs were lost. Atlantis Diesel Engines (ADE), the largest employer, reduced their workforce from close to 3 000 to 1 800 workers.

A study done by the South African Development Research Unit on Atlantis in 1986, found that over 60% of the families living there had experienced some form of financial difficulty during

their stay in the township. Fifty one percent of the residents were paying more than a quarter of their income on rent and, of the poorer families who were earning less than R400 per month, seventy percent were spending more than half their income on food. (Township Profiles: 1994: 1) It soon became apparent that the local authority was facing an "unpayable" loan debt in conjunction with a crisis around the affordability of services and housing.

The 1992 Township Profile and Cost of Living Survey on Atlantis revealed that of the forty percent of workers who are employed outside Atlantis, nearly half pay in the region of R70 per month on transport costs to and from work and for nearly half of these workers that payment amounts to ten percent of their total income. The survey reported that most of the residents, although moving to Atlantis has brought about improvement in their living conditions and standards, expressed 'dissatisfaction and resentment'. Furthermore, socio-political uncertainty about the future economic viability of the town, exacerbates the problem.

In addition, the residents experience other social problems. Health workers reported increased incidence of poverty related health problems. Social workers reported increases in indicators of social dislocation in the form of substance abuse, domestic violence, generalised feelings of low moral. Educationists reported higher absenteeism and rising school drop-out rates as reflected that only 3% of the school going population reaches Standard Ten.

The impact of these conditions exposed a wide range of crises within Atlantis. However, the real crises was not the individual aspects described above, but rather the cumulative and high unemployment rate stemming from poorly-managed industrial development, the absence of an overall industrial growth policy and the prevailing national economic recession. This meant that existing wage earners in households were under increasing pressure to "carry" a large number of people. At the same time, household relationships experienced stress as the unemployed family members tried to cope with loss of self-esteem, frustration at limited job prospects, changes in household relationships, de-motivation, and so on. This was expressed by increases in family violence, increases in alcohol and drug abuse, lower moral in the community, feelings of powerlessness, etc. (LEC-report, 1994: 2) All this impacted negatively on schooling in the area, leading to absenteeism, children dropping out before school leaving age, uninspired, de-motivated learners at school, vandalism and youth gang related violence.

It is estimated that about 80% of school leavers would end up as workers in the factories in the Industrial area of Atlantis. This is not happening at the moment. One hears of complaints about deficiencies in formal schooling, inadequate and inappropriate training, lack of discipline and low productivity.

One of the major forces driving the development strategy of reconstruction, in addressing the crises, is the ATLANTIS DEVELOPMENT FORUM (ADF), which consists of a partnership of

Business, Labour, Local Government and the Community. A prioritised objective of the ADF amongst others, was the formation of an Education Task Group to examine the role of education in Atlantis and which included members from education, industry, business, religious bodies, welfare, parents and the youth.

A crucial feature of the developmental process in Atlantis was getting all role players and stakeholders from the different sectors (economy, local government, education, health and welfare, religion etc.) to collaborate with one another. Community leaders in Atlantis had discovered that collaboration relies on trust and understanding which builds by working together on common problems. In this effort, the ADF has succeeded magnificently. People have witnessed social network structures coming into place, which indicates the existence of a firm and healthy relationship between schools and industries, and the rest of the community. The same vigorous attempts have been made to include schools in the surrounding commercial farm areas into these networks.

This is demonstrated by the many (local) schools in and around Atlantis exhibiting permanently at the local Business Information Centre, a brain child of the ADF. It is obvious that the more diverse the social networks become, the more opportunities will emerge for diverse and complex action. One of the actions can be that business and industry can become more involved in local education, even to such an extent that formal partnerships will

be formulated. However, to achieve this, careful planning is needed in respect of goals, strategies for achieving these goals, means of communication and the functioning of the partnership.

For this purpose, structures, links and mechanisms are needed which will organise the relationship between the partners. An understanding of the democratic principles and practices in the interactions of the partners, by all role-players, is essential. All interest groups with a stake in education, need to change the way they perceive the value of education. Business and Education need to understand that both must be involved in the reconstruction and reform of schools. A change is needed in the mindset of people, both in business management and educational leadership. Companies must be involved in the politics of educational reform at a local level. "In the long run, the most profitable partnership public education could develop with business is a political alliance based on an understanding of the essential needs of schools." (Useem, 1986: 144)

No formal partnerships exist in Atlantis at the moment, but given the combined success of initiatives undertaken by the ADF, together with renewed willingness and determination of mostly "White-run"-businesses to interact, communicate, and co-operate with local schools actively in efforts to bring companies and schools closer, school-business partnerships will increasingly become a common phenomenon in the Atlantis area. Good feelings do exist about past efforts, and any new developments must be seen as an extension of, rather than a replacement of, those

efforts. What already exists, is the appropriate environment in which school-business partnerships can operate. What needs to be considered and worked at, are mutual benefits for both, responsibilities, strategies and possible constraints. One already finds in and around Atlantis desirable elements on which business and industry can work more closely with education. There are clear signs of growth in company giving to schools. Maybe, what is needed, is "...a changing emphasis from philanthropy to various forms of corporate commitment and community investment" (IPN-report, 1994: 18), or a school business partnership which is "....more than handing out money.....more than business being a partner in any effort. It is devising programs that meet the needs of youngsters - and pitching in to see they work". (Barrett, 1991: 16)

The general research problem with which this investigation is concerned, is in addressing the needs of those discarded from formal schooling, due to lack of opportunity and wealth. Those drop-outs, early school leavers of whom there are many in and around Atlantis, are already handicapped in their transition from the world of learning to the world of work. Not staying on at school until school leaving age, has become a critical problem, especially in an era of massive unemployment and violence. These youngsters roam the streets of Atlantis and add to the social problems experienced daily.

The survey on the following two pages gives an outline of the Statistics of Atlantis and is taken from "Township Profiles" (1994).

TOWNSHIP STATISTICS

NAME OF TOWNSHIP:

ATLANTIS

GEOGRAPHICAL SIZE:

757 ha res.

936 ha ind.

POPULATION

1985 (Census)	1991 (Census)	1994 (Official Estimate)	1994 (IR Information Estimate)
38 000	45 177	70 000	85 600

HOUSING

Number of Formal Units	8 375
Number of Occupants per Unit	7
Number of Shacks	287 (on periphery of Atlantis)
Number of Occupants per Shack	4
Number of Hostels	0
Total Beds	n/a
Units Owned	6 501
Units Rented	1 874
Rentals (Per Month)	Rent varies according to a formula relating household income to size/cost of house. The formula ranges from 0.75 cents for zero income to R 321.75 for an income of R 1 000 per month. The average rental is R 218.
Employment	85%
% with Television	85
% with Telephones	60

INFRASTRUCTURE

%Electricity Available	% With Sewerage	%Tarred Roads	%Lit Streets
100	100	100	100

AMENITIES

Sport Stadiums	0	Public Halls	3
Soccer Fields	8	Libraries	2
Tennis Courts	9	Post Offices	3
Basket/Net Ball	Schools only	Police Stations	1
Golf Courses	1	Cinemas	0
Bowling Greens	0	Night Clubs	1
Swimming Pools	1	Food Outlets	Many
Cricket Pitches	4	Hardware Shops	2
Softball Diamond	1		
Rugby Fields	4		
Athletic Tracks	1		
Boxing Gym	1		
Volleyball	1		

HEALTH

Hospitals	1 Day hospital
Clinics	2

EDUCATION

Creches	8
Primary Schools	12
No. of Pupils	9 500
Secondary Schools	3 + 1 Technical High School + 1 Industrial School
No. of Pupils	3 200
Universities	0
Technikons	1 (in industrial area)

TRANSPORT

Distance to Main Employment Areas	Destination
1 - 5 kms	in Atlantis
45 kms	Cape Town

COST OF TRANSPORT

Rail	Bus	Taxi	Destination
Goods Station only	Return R 19.60 Weekly R 45.00	Return R 14.00	Cape Town
	R 1.50	R 1.00	in Atlantis

COMMERCIAL ACTIVITIES

There is a well-developed town centre with a large supermarket and a number of shops as well as a hotel. Each of the wards has a smaller shopping complex of ± 10 shops, and the informal sector is active with mobile hawkers and street vendors operating at the main street intersections, plus a significant number of shops in private dwellings.

The industrial sector is highly developed, as reported in the Introduction and provides jobs for about 60% of the working inhabitants. There are a further 18 sites in the residential area for special industries.

The SBDC is active in Atlantis Industria with such concerns as clothing and textiles, cutlery and general hardware, footwear, furniture and upholstery, packaging and paper.

The employment growth in Atlantis rose from $\pm 10\ 000$ in all formal sectors in 1983 to $\pm 17\ 000$ in 1989. Approximately 14 500 of these were employed in industry and $\pm 2\ 500$ in commercial activities.

Schools need to look outwards, towards the community in which they are located, especially towards local Business/Industry. School and work are dependent on each other; companies and schools must join hands in giving each student the academic and vocational skills and motivation needed to secure a position as productive members of society. The concern from business about the quality of the labour supply is a common one, both in the advanced industrial countries (AICs) as well as in the developing countries. Although this preoccupation with labour supply by business has been cited by numerous researches as the focus of concern when dealing with the decline in national economic prosperity, it has become evident lately that business attitudes towards education may be more complex. "In the United States ...[for instance].... the motivation of some business people to act as 'organization change agents' (i.e. to insist on various school improvement goals) is stronger than in Europe." (Richardson, 1994: 88)

Changes in the global economy, national economies becoming more 'world-class', employers' increased recognition that students need a broad-based academic curriculum in order to cope with changing work competencies, and Governments in partnership with industry recognising that they must fulfil their responsibilities in order to achieve long-term strategic objectives in the wealth creating manufacturing sector (to name just one) of the economy, has triggered off renewed interest in business-education activity and learning processes and needs in both the developed and the developing world.

Understanding the importance of global competitiveness has become crucial. While technology continues to develop, people will remain the only sustainable competitive advantage in organisations, be it in Industry or in schools. Therefore to be globally competitive, organisations must invest in the training, education and development of people.

Two basic principles of the Government of National Unity's (GNU's) Reconstruction and Development Programme (RDP), namely 1. INTEGRATED and SUSTAINABILITY and 2. PEOPLE-DRIVEN, imply that all sectors of civil society should implement projects within the framework of the RDP, and that development is not about the delivery of goods and services to a passive citizenry. People must participate continuously and effectively in shaping and guiding the policies that govern their lives. It's a process where communities learn to do things for themselves:

"The empowerment of institutions of civil society is a fundamental aim of the Government's approach to building national consensus. Through this process the Government aims to draw on the creative energy of communities. The Government will support capacity-building initiatives in community organisations."

(White Paper on the RDP: 1994; 39)

The aim of this research is therefore, to review and promote EDUCATION BUSINESS PARTNERSHIP within the framework and philosophy of the RDP. One of the objectives of the Government of National Unity is to build more schools through the RDP, as

well as equip and furnish them. Businesses would be approached for material and skills assistance in implementing a range of reconstruction and development projects. (EduSource, 1995: 5)

School Business partnerships focus on people and is one vehicle of action of investing in them and developing their attitudes. In this way, marginalised communities, like the "Coloured" community in Atlantis, which got very little support from government during the apartheid years, other than housing and which suffered immensely because of poverty, unemployment and a lack of proper educational facilities, will be able to bring relief to themselves and improve the quality of their lives.

The establishment of Education Business Partnerships ensure that education provides young people with learning opportunities which will equip them for the demands of working life in a rapidly changing society. It raises the aspirations and achievements of individual learners. It allows them to maximise their potential and enable them to become part of a skilled and adaptable workforce.

Dale Shuttleworth of Canada offers an answer to the dilemma of youths not being able to enter the workforce, or possessing inadequate skills. He believes an answer to be a partnership of governmental, commercial and voluntary sector interests to establish an integrated education, training and economic development process beginning at the local level. (IPN-report, 1992: 27)

In the same vein, Bobby Godsell, writing about the needs and responsibilities of Business in the new South Africa, insists that employers share the burden of one form of basic education in the country. Any medium sized employer can make an input into local educational institutions - especially schools. They only have to "....move from the social responsibility category to a training and development category" (Godsell, 1992: 138), committing themselves to work with their "education partners" to improve education and employment opportunities in their local area.

If South Africa's economy is to continue to exist, if we want to improve our economic performance, and our human competence in order to meet the dynamic changes of present day society, then it is imperative that people find ways and means to work together in teams in the local development of Education Business Partnerships (EBPs).

THE ORGANISATION OF THE THESIS

The study is divided into five chapters. Chapter One has served as an introductory section and gave a brief overview of the socio-economic situation in Atlantis, particularly the vital role the ADF is playing in addressing the problems. It laid the base and explored the nature and worth of Education Business Partnerships for the township.

Chapter Two provides the reader with a review of the state of knowledge, understanding and of major questions on the topic raised by both national and international writers. It deals with definitions of EBPs, with various notions that the literature highlights, with the historical context through which the "Partnership Movement" has developed. It examines how authors classify their findings and explain Education Business relationships that create opportunities for the improvement of the quality of life for all. The review will also deal with constraints or obstacles that hinder true and profitable partnerships.

The Methodology of the research project will be dealt with in Chapter Three, while the report on and interpretation of the findings of the investigation will be covered in Chapter Four.

Chapter Five concludes the study by making general observations based on what has been said before. It will include possible recommendations for future EBPs in terms of policy and strategy, as well as proposals for future developments. It will attempt to describe what should happen to facilitate the establishment of partnerships.

For the purpose of clarity, the following definitions are given for terms used frequently:

"INDUSTRY" : An industry is wherever people come together to work. Factories, shops, offices, garages, farms, hospitals, hotels, banks, post offices, etc. A very small workplace,

employing three or four workers, can be just as valuable to study as one that employs hundreds or thousands of people.

"BUSINESS" : The term business is intermittently used with industry in this study, which indicates that it portrays the same meaning, namely :- a group of people working together in a commercial enterprise or establishment for any purpose, whether for profit or anything else, like providing a service. In this sense, a parastatal, like ESKOM, can also be regarded as a business.

"EDUCATION" : Education is a broad-based term, which refers to the systematic development and cultivation of the mind and other natural powers of a person. It aims, not only to develop knowledge and skills, but also to shape attitudes in a positive direction. Therefore, it can be said, that education, as a powerful factor of social mobility, has as its ultimate function the provision of better socio-economic status conditions for all citizens of civil society.

"SCHOOLS" : Schools are the educational institutions where these skills, attitudes and knowledge are gained, through formal instruction, up to a certain level.

The main justification for bringing industry/business and schools closer together is to offer young people a set of learning experiences and opportunities that are more consonant with the world of work, and which are not on offer within schools.

C H A P T E R T W O

INTRODUCTION

A plethora of literature and material on practical, tried and step by step ways to establish business education partnership programmes and which serve as guidelines for future practitioners of partnerships, has been published. It is not the deliberate intention of the researcher to ignore this valuable source of information, but this being a pilot study, it would be appropriate to look only at an understanding of how companies respond to education in practice, and how schools react; at the forces that drive partnerships; in other words, the inputs, the scope and quality of desirable outcomes and returns on investments of successful partnership initiatives.

PARTNERSHIP AS A COALITION

The objective of the Organization for Economic Cooperation and Development (OECD) report of 1992 was to analyse business education partnerships in the Western World. The report views the paradigm of the Partnership "Movement", which have a vision of an ideal form of business co-operation with education, as a coalition of those in the community living together, working together and who are most concerned with education. This coalition must be a two-way process (Shuttleworth, 1993: 23), a joint venture between educators and employers in a local community to raise the aspirations and achievements of individual

learners (Woolhouse, 1991: 12) on the one hand and to help each other to their mutual benefit and to the benefit of society as a whole (Swanson, 1992), on the other hand. The coalition commits the partners in working together and moving in commonly-agreed directions for change in the school system and beyond (OECD, 1992: 11), and benefitting both business and education, seeking mutual respect, trust and understanding and achieving mutual influence and synergy and accepting shared responsibility, authority and control over resources (Marsden, 1992), (Steffy & Lindle, 1995), (Woolhouse, 1991), (Warwick, 1993).

Thus, according to the above, if it is not of mutual benefit it is no partnership at all, more a relationship of a parasite to host (Austin, 1991: 93). What is needed, is a working relationship/partnership which is based on interdependence and mutual benefit (Marsden, 1988: 8), (Marsden and Priestland, 1989, 1) (Swanson, 1992: 38),

However, in their Interim Research Findings in their study of the Education policies and programmes of leading UK companies, Finegold and Richardson notes how Turner (1990) "... concentrates on companies' skills development requirements..... Rejecting the notion of 'partnership' between education and industry, he argues for limited company goals which will satisfy their human resource needs and leave education free to draw upon a wider coalition of community support.....Turner discusses the relationship of the operational policies of companies to wider public policy. (Finegold and Richardson, 1992:p2-3)

In the same context, Bridges and McLaughlin also argue against the notion of mutual benefits in view of the ".... substantial evidence to suggest that businesses which invest in schools see the benefits as being indirect and long-term" (Bridges and McLaughlin, 1994: 87) These writers are of the opinion that the concept of moral obligation to serve the community (the philanthropy of yesteryear) still survives in many firms and flourishes in some. Though some (firms) are in it for promotion purposes, others simply look for public acknowledgement and recognition: not as benefactors but as identified partners. (Ibid, p86)

PARTNERSHIP FOR CHANGE

The basic tenets of Education Business partnerships are, amongst others, to focus attention on and working towards changes in economies and conditions of employment, in other words economic and social regeneration, a search for excellence in education which implies improving the quality of work-related learning in schools. There appears to be general acceptance of a definition of partnerships in which partners are seen as facilitating and enabling agencies with a basic commitment to create an environment for collaborative action in the community. (IPN-Conference, 1992: 8)

The rationale for partnership centres round a commonly expressed theme, namely: concern about the quality of labour supply and the

depressed levels of workplace skills, the challenges of globalizing economy and the ever-changing workplace, the speed of technological change (Richardson, 1994: 87) Shuttleworth, (1993: 23) complains about deficiencies of formal schooling - criticisms are directed at both the schools' curricula and at their organization and management practices - inadequate and inappropriate preparation for entry into work (see also Noah and Eckstein, 1991: 59); in other words, concerns about the content of what is taught and the delivery of such content, as well as pupils' attitude towards work, their inadequate mathematical, literacy and communication skills (Business Bulletin, 1994: 1) (Jamieson & Lightfoot, 1982, 111); the need to create an education system in line with the transition of a 'new age' - a transition to an internationalised, information-centred society in which one finds the integration of world markets effectively diminishing the ability of national governments to control their domestic economies (Schoppa, 1991:3) (Richardson, 1994, 238).

The popularizers of the partnership movement call for a change in the mindset of people, both in business management and educational leadership, leading to a new approach in the reconstruction and reform of schools. Educational concerns need to be geared to preparing citizens globally, who are empowered to lead productive lives and to enjoy the best possible quality of life. There is general agreement that the best way to promote and enhance educational change and innovation, is through the development of the work-related curriculum in schools and the formation of partnerships which can help foster economic and

industrial awareness and understanding. Increasingly , there is a recognition that the products of education and business are the twin pillars on which a contemporary market-led economy will stand.(IPEB, 1995, 2; Lea, 1995, 4; Bars, 1992, 180; Krachai, 1991: 137)

Furthermore, it must be realised that, unless the needs of early school leavers (dropouts) and non achievers are addressed as part of a commitment to life-long learning and the restructuring of both Industry and Education to meet the demands of the new economic age, "schooling for work" programs may become irrelevant. (Shuttleworth, 1993: 31)

Partnership, it is said, is a two-way trading relationship. It is not just about industry working with education to help improve the latters' performance. It is also about education helping industry to improve its performance. The vision for the education industry partnership, therefore is no less than making a significant contribution to everyone's standard and quality of life. (Marsden, 1992, viii) "We need to stop thinking solely of our own agendas. Working on our mutual agendas will lead to a real partnership for change.....If we can work together in partnership, we will jointly contribute to enhancing the quality of life for us all." (Swanson, 1992: 59) Some businesses are now willing to see partnerships as more than just a way to change education. They are prepared to consider changing some of their own practices, especially where they believe that this will help them to recruit young people.

Nevertheless, the great majority of partnerships involving schools still concentrate on educational change. (OECD, 1992: 11)

MOTIVES FOR BUSINESS INVOLVEMENT IN EDUCATION

In the Advanced Industrial Countries (AICs), employer awareness has been heightened by numerous national programmes and reports stressing the relationship of education and youth labour issues to competitive strategy. (Finegold and Richardson, 1991, 1) It is in these countries that collaborative activity between business and schools really started, simply because of the particular economic and social pressures that have been exerted upon schooling since the mid-1970s. (Richardson, 1994, 86)

The pressures have mostly come from outside the company - from government, from schools and from labour market conditions - seeking to contribute to the economic and social regeneration of a region or a city, introducing stimulating schemes to create a "high-skill, high-value-added" economy (Woolhouse, 1991: 16), schemes that give learners greater experience of the wider world by bringing more relevance into the school curriculum and strengthening vocational schooling through closer links with practitioners by improving the teaching of specific academic subjects - most commonly science and mathematics - which too few workers are thought to have mastered. (OECD, 1992, 24)

This is not to say that pressure has not been generated within the companies, but working with education was more a local driven process than anything else, "....based either on exhortation of the 'fundamental currencies' which are shared by businesses and by education or, more threateningly, on difficulties such as the spectre of 'the recruitment problem'". (Finegold and Richardson, 1991, 2)

The main reason for business involvement in education "...is that the health and vitality of society, and thus the maintenance of the optimum conditions for business to prosper, are dependent on the effectiveness with which society educates its young (and not so young) and thus regenerates itself". (Marsden and Priestland, 1989: 1)

These pressures, both internally and externally and springing from a range of motives have led to unprecedented levels of employer involvement in schools in the AICs. Fundamentally, the emerging partnerships are in essence a search for synergy - by working together partners achieve more than they could individually. Woolhouse explains synergy as the achievement of that additional benefit which accrues to a number of systems when they coalesce to form a larger system, or to use a time-honoured phrase, 'that the whole may be greater than the parts'. (Woolhouse, 1991, 8) Synergy implies a working relationship which "....is based on a recognition that both industry and education have their own strengths and capacities, but that both have - or should have - certain objectives that they cannot

achieve , without the involvement of the other". (Miller, Woolhouse, et.al. 1995: 4)

The full opportunity and true equality of the partnership will not be realised unless education is also involved in helping with the determination and delivery of business goals. For this reason, they are seldom encountered in their Western form in developing countries. (Richardson, 1994, 86)

However, in South Africa, a developing country, a great chorus has gone up as well, loudly proclaiming the problems Industries and Businesses, in particular, have experienced with the products of education in the workplace. Pressure upon schools to look outwards, towards the community in which they exist, especially towards links with industry and commerce has become acute. Pressure for a closer alignment between formal education and the provision of skills in the workplace as well as support from the corporate sector and foreign donors if educational redevelopment is to succeed. This has come about because of major transitions in virtually all institutions of society - transition from authoritarian rule towards democracy; transition from segregation to a non-racial society - to mention just two. It was especially since the 1980s that the private sector, developing agencies and NGOs were drawn into a broad spectrum of partnership in which communication and the abolition of deep-seated prejudices had become essential, and in which the potential of our creative energy contained in the tension of our diversity was realised to represent a cultural, comparative advantage for South Africa in

SA

SA

the modern world.(Pretorius, 1993: 147), (Lee, 1991: 10), (Bengu, 1995: 7),(Technology Reconstruction Colloquium, 1991, 40) (ANC and COSATU's Framework for Lifelong Learning, 1993: 15-16)

It would further appear from a review of the literature that school business partnerships derive particular strength from the social, educational, economic and employment conditions that prevail in deprived areas. In other words, in areas where problems in the community had given rise to an education crisis, such as described by Stone where she refers to the social burden placed on schools by poverty, drug abuse, violence, and hopelessness. She points out that troubled children carry the ills of their homes and neighbourhoods into their classrooms every day. (Stone, 1991: 46) This, together with the other motives previously mentioned, has triggered off renewed interest in business-education activity and learning processes and needs in both the developed and developing world. "Making Education our Business" (Lea, 1995) has become the buzz-word for many companies around the world. Apart from giving each student the academic and vocational skills and motivation needed to secure positions as productive members of society, the motivation of some business people to act as 'organizational change agents' to achieve long-term strategic objectives in wealth and job-creation, in the life-long process of development of the whole person, in the development of capability and human competence to meet the dynamic changes in economies and in labour markets, have increasingly been emphasised. (Richardson, 1994: 88) (Kraft and Nikib, 1991: 314) (Everard, 1987: 35)

Therefore, school and work are dependent on each other in both the advanced industrial countries (AICs) as well as in the developing countries. It is right that industry/business should educate too. The industrial partner needs to be much more assertive about the content of the collaborative or co-operative programmes, especially about the content of the hidden curriculum. (Ibid. 34)

THE NOTION OF PARTNERSHIPS AS THE MEETING OF TWO AGENDAS

There is substantial evidence from research studies, from case studies and from reports to international partnership conferences that suggest that to be sustainable and have lasting impact and make a difference to the quality of people's lives, partnerships which are only realisable by collaboration, need to operate on an agenda of mutual advantage to partners. (ICASE, 1992) (IPN, 1992, 1994) (OECD, 1992) (Lea, 1995: 4)

Steffy and Lindle (1995: 49), Warwick (1993: 220), Woolhouse (1991: 7) and Woodside (1986: 7), are all somehow in agreement that one of the primary objectives for this collaborative effort should be to enable each of the partners involved to be more successful in meeting its individual goals, and pursue other collective goals that have been commonly agreed upon, goals that reflect their common stake in the generation growing up.

Schooling, for example can no longer be accomplished outside the mainstream of community, government and business involvement. Resources are too scarce and educational capacity too limited in both the developed and the developing world in an era where a tendency exists to reduce expenditure on education as a percentage of gross national product. As far as industry/business is concerned, schools stand very much as part of, not apart from, the wealth-creating process, both being mutually dependent elements within the community at large.

The success of economic life according to the agendas of the 1990s depends as much on people being able to work together in teams (shared decision-making), being able to solve problems innovatively, to communicate and create enterprise as it does on people being competitive and self-interested. Neither Business or Education is successfully preparing people for the demands of the new Industrial economy. Today, more than ever before, school is about work and work is about learning. Both business and education must come to realise their common interest and demonstrate it in practical schemes, the impact of which can be strikingly beneficial to young people. (Shuttleworth, 1993: 29) (Tomlinson, 1992: 6), (Stone, 1991: 47), (Roberts, 1994: 88)

One of the crucial principles underlying the agenda-forming process is that it is not based on a deficit in the position of any of the partners or on a subsidy approach or on the old reactive approach of employers to education; it is not about schools or businesses having supremacy, one over the other; it

is not a form of patronage or an added on, nice to have, 'make-you-feel-good', optional or 'bolt-on' extra, which can be cut out in hard times. Rather it is a two-way agenda in which there can and should be mutual advantage; it should be concerned with creating positive attitudes towards learning throughout life and to the notion that learning does not only take place within the classroom or in school; it is about a true partnership of equals in which all the parties recognise that there is more to be gained from working together than by working apart; pursuing the agenda process should become a normal part of doing business; (Lea, 1995: 4) (Berkeley, 1992: 29) (Marsden, 1992: 9) (IPN-report, 1992: 7) (Nicholson, 1994: 11)

"It is now almost universally recognised that the new kinds of skills that are needed to create and sustain jobs in an internationally-competitive economy need to be identified and developed collaboratively by educators and companies." (IPN-report, 1994, 8)

Professor Woolhouse, Director of the Centre for Education and Industry, UK, suggests that the reason so many nations and communities are getting involved in partnership lies in a mixture of business, education and social factors, such as:- the intensity of global competition; the need for regeneration in the wake of the decline of traditional industries and occupations; the search for excellence in education; a need for an education

system which promotes creativity and invention; problems with current and anticipated skills shortages; social justice and the pursuit of equality of opportunity; the need for outside intervention in order to keep up-to-date with advances in science and technology; the desire to establish national and multi-national companies seeking higher standing in the community. (Woolhouse, IPN Conference, 1992: 8)

In a recent address to a meeting of Educationalists and Business leaders in the School of Education, University of Cape Town, Chris Lea, co-ordinator of the International Partnership Network, and based at the Centre for Education and Industry, University of Warwick in the UK, compiled the following partnership agenda:

THE PARTNERSHIP AGENDA

AGENDA FOR EDUCATION	PARTNERSHIP OUTCOME	AGENDA FOR INDUSTRY
Motivating learners through experiential learning.	Well planned work experience	Chance to assess potential recruits.
Encouraging learners with initiative.	Enterprise projects	Developing an enterprise culture.
Teacher development and motivation.	Teacher placement programmes	Updating teacher understanding of industry
Enhanced curriculum development.	Up to date project materials	Improving basic knowledge for potential employees
Support for individual learners with specific needs.	Mentoring and tutoring	Motivating employees
Developing talents of all students	Equal opportunities provision	Meeting socio-political commitments.

In a study which explore the process of forming a partnership agenda from a business perspective, the Centre for Education and Industry (CEI) identified four factors as being desirable components of a rationale from business for working with education: (Miller, et.al, 1995, 4)

The collaborative activity should be:

- * designed to produce benefits to both (or all) partners;
- * something that the company is uniquely or particularly well placed to do;
- * clearly linked to the firm's business focus and development needs;
- * closely related to the identified needs of the educational institution(s) concerned.

Other studies have come up with more or less similar elements always emphasising mutual benefits from collaboration between schools, business and the wider community. Specifically, research over the last decade has brought about consensus about the economic need to boost the overall skill level of the workforce through more effective schooling and through increased participation by business in education and training to establish high profile niches that will deliver maximum Public Relations benefit. (Richardson, 1994: 236), (Finegold & Richardson, 1991: 24)

The educational rationale for links between schools and business is given by the Research and Development Director of SCIP (School Curriculum Industry Partnership): (Miller, 1993: 2)

- * curriculum enrichment for students to improve motivation and raise standards;
- * professional development of teachers;
- * institutional development;
- * mutual benefits.

MUTUAL BENEFITS OF PARTNERSHIPS

Partnership is not a one-way process, and it should not be taken for granted. Its benefits need to be clearly pronounced to ensure that there is mutual understanding and influence. In the end, both education and industry must be positioned in such a way that they can help each other to their mutual benefit and to the benefit of society and the economy: fundamentally joint education-industry/business activities are geared to achieving better education, which is to the benefit of everyone. (Swanson, 1992: 38) (Marsden, 1989: 5-6) (Jacobs, 1992:, 35)

Interacting with the business world has brought a host of benefits to both Business and Education: (Marsden, 1988: p6-8); (Smithers, 1992: 67); (Dorset EBP Directory, 1994/95: 4-5) (Partners - Teaching for Business, 1994:); (Jacobs, 1992: 35); (Richardson, 1992: 8); (Marsden, 1992: 5); (Marsden & Priestland, 1989: 2); (Miller, 1993: 3); (Lawlor and Miller, 1991: 73)

These benefits are as follows:

1. PERSONAL MOTIVATIONS

Partnerships contribute to the motivation of staff of both institutions - employees, teachers, pupils, parents. It leads to job enrichment, personal development and fulfilment and enjoyment. It raises morale and enhances social responsibility.

2. SHORT-TERM BUSINESS BENEFITS

(i) LOCAL REPUTATION: Partnerships enhance the company's reputation; it earns goodwill and raises its profile locally - "licence to operate".

(ii) STAFF DEVELOPMENT: Partnerships create opportunities for staff professional development at all levels; it gives employees new insights, better understanding of education and enable them to influence and learn from education. It help builds team-spirit, reinforce their loyalty and attitudes towards the company, all of which can lead to improved practice at the workplace.

(iii) EXCHANGE OF SERVICES: Partnerships give Business/Industry the chance to use its expertise and competencies to influence the development, standard and implementation of the curriculum. Through partnerships it can make available its resources,

facilities etc., while, on the other hand, the human and physical resources of the school can provide opportunities for continuing education and training for employees.

3. SHORT-TERM BENEFITS FOR SCHOOLS

Partnerships create opportunities for teachers, pupils and parents to really understand, influence and learn from industry. They get a better understanding of the world of work, access more information to make informed career choices, and get a chance to experience a work environment. Teachers offer their specialised and formal training skills, e.g. language translation, design work, etc., through which they bring expertise and fresh perspectives into the company. Students become multi-skilled, more interested and motivated learners. Young people from disadvantaged backgrounds win worthwhile employment opportunities. Everybody is kept up to date with the changing technology.

4. LONG-TERM BENEFITS FOR BUSINESS

Partnerships ensure a better motivated, educated, trained and enterprising workforce, which will result in a thriving economy from which society, at large, can ultimately benefit. Business can become the "living textbook" from which young people can learn to become better informed and better productive citizens.

This makes the company more attractive for both long- and short-term recruitment purposes, striking a balance between short-term profitability and long-term sustainability.

5. LONG-TERM BENEFITS FOR SCHOOLS

Through the joint development of a work-related curriculum supported by enrichment programmes, schools will produce young people who are better-prepared for the adult world. A "working partnership" raises standards across the whole curriculum by providing a resource, environment and context outside the school; increases pupils' confidence and motivation, develop new capabilities and skills, improve teaching styles and methods of learning, and inculcate a better understanding of industry. It would improve the transition of young people from school to adult and working life.

"I see and I forget

Show me and I remember

Involve me and I understand."

(Chinese Proverb)

HISTORY AND DEVELOPMENT OF THE PARTNERSHIP PROGRAMME

Education Business Partnerships, though recent in their current form, should be seen as an extension of traditional corporate charity, initiatives through which businesses donated funds, equipment, and staff time to individual schools. (Byrne, 1992: 24) In this regard, Clough and her co-writers warn of the danger or pitfall in believing "....that nothing happened in the field before their arrival". (Clough, Gibbs & Hedge, 1991: 176)

The nature of school and work has changed drastically in the past few decades. It is clear that this change has led to a different set of needs in respect of employees required by the business world and industries. The 1980's, according to Pretorius (1993: 126) has brought about an intensification of the transitional changes in education and in the world of work that has taken place since the two world wars. Peoples' view of work, the way that it is organised and managed and the place it occupies both in people's lives and in the way society is run, has dramatically changed.

Before the 1980s, relationships or "partnerships" between Education and Business were comfortable, altruistic and done in a manner of public-spiritedness; neither the schools nor the businesses had to change the way they had traditionally operated. Increasingly, however, the realisation surfaced that such efforts, as welcome as they are, have little long-term impact. The answer lies in mutual involvement in a variety of ways

because schools have as much to offer industry as industry has to offer schools. In the past ten years, partnerships between business and schools have started to play a significant part in educational change. The extent of their role and function and the forces that drives the Partnership movement are complex and varies from country to country.

In a country like the United States, for instance, strong emphasis is on the missionary spirit that drives the movement to provide equal opportunity for disadvantaged and demotivated 'at-risk' learners. The motivation is to act as 'organizational change agents', i.e. to insist on various school improvement goals, committing all partners to systematically change the way they approach education in America (Richardson, 1992: 87); (Byrne, 1992: 24), while in France, Germany, Austria, Switzerland and Spain, partnership is aimed at improving the quality and appeal of vocational education.(IPN-report, 1992: 9)

In Britain a predominant feature of business/industry involvement in education is the legislation and national and local initiatives of government agencies which provide guidelines and financial incentives, as well as revising the organizational frameworks necessary to increase job training opportunities. Local firms are further encouraged by national voluntary organizations of employers to collaborate with local schools and Local Educational Authorities (LEAs).(Noah and Eckstein, 1991: 70). Business organisations insist that it is their right to get involved in setting policies for education. They have contributed

to new thinking and practice in general education and have accepted, like their counterparts in France, the responsibility (long recognised in Germany) for providing a systematic, national approach to preparing young people for entry into work. (Ibid. 79)

In contrast, there exist a myriad of pilot schemes in the United States, resulting in vast diversity, some failures but each of which might have something to offer. These different pilots are keen to make their mark on the future of education and training in the United States and include industrialists, local and national government, community leaders and the many business organisations such as the Committee for Economic Development, the National Alliance of Business and the US Chamber of Commerce. That such a wide range of people and organizations can affect change is largely due to a long standing commitment in the United States to the concept of 'local control' which implies that each local community can pursue its own vision in terms of curriculum development, its links with business and its use of resources. Even if it comes to a choice between national and local, local preferences prevail. (Unwin, 1991: 88)

However, in spite of this, partnerships in both the UK and the USA have much in common. Many are being initiated by large national and multi-national companies, but most try to involve individual schools in a variety of local links. Yet their outcomes are radically different. British partnerships are part of a wider process of national curriculum reform; no such

national programmes exist in the United States, which means partnerships pull in many different directions, sometimes, but not always, related to local school-board or state reforms. (OECD, 1992: 44) In the United States, schools are not required to become involved in a prescribed system in the way schools in the UK are doing, but there is a growing consensus to embrace the concept of core or transferable skills, the same as in Britain. (Unwin, 1991: 91)

In Britain the watershed of partnership development came about in the late 1980s and early 1990s. The government was the driving force behind it, bringing radical reform in the education service and critical interventions into schools as the 1980s unfolded. (Gibbs, Hedge, Clough, 1991: 48)

One significant intervention is SCIP - School Curriculum Industry Project - a curriculum development exercise aimed at building bridges between education and employment. The project includes careers education and guidance, developing skills for adult working life, and promoting better systems of assessment and records of achievement. (Jamieson and Lightfoot, 1982: 44)

"SCIP has always believed that the main justification for bringing industry and schools closer together is to change the curriculum of schools, to offer young people a set of learning experiences and opportunities that were more consonant with the world of industry." (Jamieson, 1985: 13)

Another intervention is TVEI - Technical and Vocational Education

Initiative - which was aimed at multiplying links with business, to bring adults from outside school into classrooms, to develop a new style of teaching and to promote 'economic and industrial understanding'.(OECD, 1992: 29) Activities included mock interviews, managers running conferences, making presentations, acting as consultants or mentors and the development of a vast array of curriculum projects ranging from one-offs to those which became an integrated part of schemes of work. Work-experience and work-shadowing became part of the curriculum.(Roberts, 1994: 83) Then there was Industry Year 1986 and its consequent legacy, which aimed at convincing employers to look upon schools not only as producers of recruits but also as the educators of citizens, and of the customers of their products. All need to become allies in the process of change. To assist and facilitate the liaison between schools and industry in the United Kingdom further, a network of Science and Technology Regional Organizations (SATROs) was established which seeks to encourage closer links in the field of science, engineering and technology.(Coaker, 1987:16-17)

"External support in the form of money from companies, and from initiatives such as TVEI has helped schools improve their facilities and in some cases has enabled them to offer services to business." (Miller, 1993: 26)

In many instances the USA experiences with partnerships were emulated or replicated in the UK. One such broad-based strategy, which is one of the most recent and distinctive forms of partnerships, is the 'Compact' which originated in Boston, USA.

The Compact is a ".... formal agreement whereby business offered to provide jobs and other incentives if students agreed to stay in school, and the schools agreed to make systematic efforts to raise students' academic success and attendance".(Byrne, et.al., 1992: 24) Variations on this theme can be seen in the British version which is "...based upon local collaboration between schools and employers whereby a wider range of student goals covering records of achievement, individual action plans, and National Curriculum achievements are rewarded by a 'portfolio' of sponsorships, bursaries, enhanced training credits, guaranteed interviews and particular rewards, such as sports-centre passes, tokens and travel vouchers.(Roberts, 1994: 87)

In America it is claimed that Compacts have been a success in the short run. In the Boston High schools where it started, the drop-out rate for pupils has gone down, punctuality, attendance rates and post-16 staying-on rates have all gone up encouragingly, influenced in part by the prospects of Compacts providing employment after graduation. Many educators and community leaders who were initially cynical and sceptical about it, developed a more favourable view of Compacts. (Useem, 1986: 133) (Marsden, 1989: 8) This favourable outcome of a collaborative initiative also came about because "Business leaders in America have realized that their economic future is inextricably linked to the quality of education provided to the future workforce and they are doing something about it. Partnerships is one vehicle of action".(Merenda, 1990:) Professor Woolhouse makes the following comment when he compares partnerships in the UK with

those in the USA:

"There is as yet no movement in the UK comparable to the American volunteer movement which has mobilised a force of 3 million volunteers from industry and the professions to work with American students, and in particular with disadvantaged students and potential high school 'drop-outs'." (Woolhouse, 1991: 9)

In France, the Government has been progressively developing for the past two decades 'social partners' in a variety of educational activities. Business/Industry has been acknowledged as one such 'social partner'. It is realised that too many young people are trained and educated in the Arts - there needs to be a shift towards engineering, management and industry. The challenge, it is said cannot be met without a partnership between education and business. For this reason the widespread use of jumelages (twinning of schools and companies) and alternance (alternating classroom and on-the-job training) are encouraged in France. The involvement of firms in providing work-experience opportunities, materials and equipment for schools and offering personnel to sit on schools' examination boards are some of the initiatives taken to meet this challenge. At this stage though, business/Industry is only accorded a supplementary specialized role in preparing young people for work. (Noah and Eckstein, 1991: 71-73, 81), (IPN-report, 1992: 9), (Shuttleworth, 1993: 27)

Germany is heavily committed to its' dual system, which combines formal apprenticeships with vocational education of young people in their transition from school to fully qualified employment. Apprenticeships, are jointly operated and financed by private industry and the government and are granted to students on release time. The majority of industrial training is provided on the job, by industry itself, the kind of control which inculcates good working habits, low rate of youth unemployment and high standards. The system reaches the majority of youth and enjoys high status. (Noah & Eckstein, 1991:76) (Cantor, 1989:153) (Shuttleworth, 1993:27) Under the circumstances, it is not surprising that both Britain and France look to Germany as a model of transition to work, in which they find much to admire. However, a common set of challenges has produced noticeably different responses in each country, and it is likely that each nation's institutions will continue to respond in its own characteristic way." (Noah & Eckstein, 1991: 82)

Thus considerable variations in terms of outcomes of partnerships exist between one country and another, resulting in one country seeking to replicate what is happening in another, a practice that does not always bring results. The Japanese education system, for instance, produces a largely rational and employable population, although not all aspects need be regarded as admirable. In many western countries the system is widely praised as a model to be emulated, but inside Japan itself, it is criticised for its strict uniformity and for its supposed failure to train the creative minds that are needed for the next stage

of economic advance.(Schoppa, 1991) (Dore, & Sako, 1990)

The economic and political context within which these partnerships operate varies considerably from place to place. It is not the ideas that are so novel, but the mixture of commitment and ability of the leaders and initiators involved that are crucial to success.(Useem, 1986: 142)

In British Columbia, a developing country, a coordinated effort is under way to ensure that schools are teaching the skills necessary for graduates to succeed in a rapidly changing world. The 'Skills Now!' plan, a government initiative which became official policy, is linking high schools to the workplace to ensure that all high school graduates have real-world job experience. The initiative called for a partnership of labour, business, equity groups, educators and government officials. The government were charged by the other partners (leaders) "... to align the public and private education systems as pieces of one large system and to ensure that learning is relevant and that it prepares all young people for employment - no matter when they exit from the education system". (Dickson, 1995: 1)

The following extract from WEBCRAWLER on INTERNET puts the focus on people: The message is clear from the B.C. government - consider people and invest in them and in the development of their attitudes -:

"In British Columbia, our people are our greatest strength. This plan will build on

that strength, ensuring that the potential of young men and women in British Columbia is not wasted. That means ensuring that all British Columbians are prepared with the real-world skills they'll need to take advantage of the new jobs in the 1990s and beyond." (<hl>investing in Our Future:</hl>
<hl>A<l>Plan</j>ForB.C.</hl>

A key dimension of British Columbia's educational change efforts can be found in support generated through partnerships. Local partnerships, consisting of school district officials, chambers of commerce, and community economic development agencies must establish an action plan and demonstrate how specific programs and experiences will benefit students before a school district can receive a skills grant. These community partnerships will organise activities such as co-sponsored enterprise centres, district and industry-run career education and training programs, and innovative work-experience programmes for students at risk.

Another type of partnership in British Columbia is the Provincial partnership. Government ministries, business organizations, and labour groups have been working together and have come up with programmes that support local change efforts, such as Project Benchmark which is based on the action model of Willard Daggett of the International Centre for Leadership in Education in New York. In another provincial partnership, work-experience placements for students throughout the province are arranged.

This is done through collaboration with representatives of business and labour. A total of 45 000 - 30 hour work-experience placements had been arranged for 1995, as well as 500 new high school apprenticeship placements for at least 23 school districts by the end of 1996. British Columbia is the first province in Canada to guarantee apprenticeship scholarships to graduating apprentices. (Webcrawler, Internet) Under certain circumstances, students will be able to earn credit for skills learnt outside the classroom. Alternative education opportunities emphasising career directions will assist students who have difficulty in coping with the traditional school setting. The business and labour communities will be more than satisfied with the quality of graduates entering the workforce, and they will actively contribute to the education of those graduates. (Dickson, 1995:3)

In conclusion, Professor Woolhouse comments on Partnerships being ".....a re-interpretation of the roles of individual and of corporate citizenship with particular emphasis on contribution to the well-being of the community, and to the quality and accessibility of education and life-long learning", are to a large extent true of the way partnerships are developing in British Columbia. He refers to THE OBSERVER newspaper of 10 February 1991 which carried a report on a business leaders' meeting, and which "...demonstrated that models of partnerships now being forged in the industrial countries of the developed world may prove to have an even greater potential in the developing world". (Woolhouse, 1991: 21)

THE NOTION OF PARTNERSHIPS CREATING OPPORTUNITIES LEADING TO CHANGE

The literature on Education Business Partnerships, points clearly to the crucial role partnerships are increasingly playing internationally, in taking on responsibility for the local co-ordination of education. The implication of this interface in education is that schools should give up the monopoly or dominant position they held over the provision of general education for the young and involve other members of society. If there is one thing that has become clear, it is that education is no longer the sole responsibility of educators. The development of a expanded educational system that encompasses the collaborative efforts of parents, employers, business, schools, etc. and which can locally work out educational strategies and implement initiatives with the government as a catalyst, is a prerequisite for effective partnerships. There are now many signs internationally of this taking place. (Coaker, 1987: 23) (Jones, 1991: 8) (Dickson, 1995: 3) (Steffy and Lindle, 1995: 41)

Education can never be seen as an end in itself but rather as a means to an end. As a powerful factor of social mobility, its ultimate function is to provide better socio-economic status conditions. In the meantime, the objective of collaboration between education and business should be to unlock the initiative and creativity of people through developing policy, programmes and resources whereby opportunities will open up ".....for students to see or experience equipment or processes which are

not on offer within the institution; the chance for a student to sample a possible future career; the opportunity to learn something of the lives led in employment by their neighbours, their parents or their peer-group, so that they may grow up more understanding and more tolerant;a good student may catch the eye of an employer looking for a later recruit; or may return from work-experience reassured about their choice of education". (Austin, 1991: 93)

Partnership between education and business creates opportunities for those concerned with education to make education more relevant to life and work; to raise standards and levels of motivation, aspirations and of attainment. It helps to instill enterprise awareness and industrial understanding amongst teachers and students, and shares information, advice and counselling so that individuals are better-placed and equipped to build and use their skills. The Rover Group in the UK is one partner who has gone a step further than this in their Education Partnership programme. They have, in order to break completely with the old reactive approach of employers to education like for example the provision of services, resources and support, chosen "... to create facilities within a limited number of schools which are established permanently, which are designed to bring about substantial changes in terms of support for the curriculum, and which support the school-based component of the company's entire education partnership programme [developing awareness of the increasing need for life-long learning].....Through partnership centres, we have pupils from the age of five involved

in partnership activities and taking it for granted the fact that some of their learning takes place, not in the classroom, but on employers' premises....It is a leading example of a new approach to structured partnership between education and business, which is becoming widespread in Britain". (Berkeley, 1992: 30)

Andrew Miller (1993: 4) maintains that it is the quality of the enhanced teaching and learning experiences which is at the heart of all good school business links. In order to get this right, it is essential that business partners become involved in the planning of links. It is therefore necessary to define objectives, plan for them and monitor progress together. Now, a good practice of planning and management of partnerships really depends on the 'hierarchy of development' or 'historical sequence' or the point of growth of the relationship between a company and the 'world of education'.

Two models are given below in an attempt to explain the nature of the relationships at the different levels of development. One can also speak of phases or stages since there is progression or evolution over time:

The first model is explained by Harry Gray (1991: 84-85) who termed his phases the 'gift'-, the 'exchange'-, and the 'synergistic'-level: The gift relationship, he says is characterised by an inequality in the relationship, where a firm makes an offer to a school with no direct or equivalent return, such as a sponsorship, or the erection of a sport facility.

There might be some mutual benefit but the benefits are unrelated for each partner. The donor may experience some considerable altruism or just a warm feeling of good public-spiritedness and publicity, while the educational institution receives and seeks out gifts.

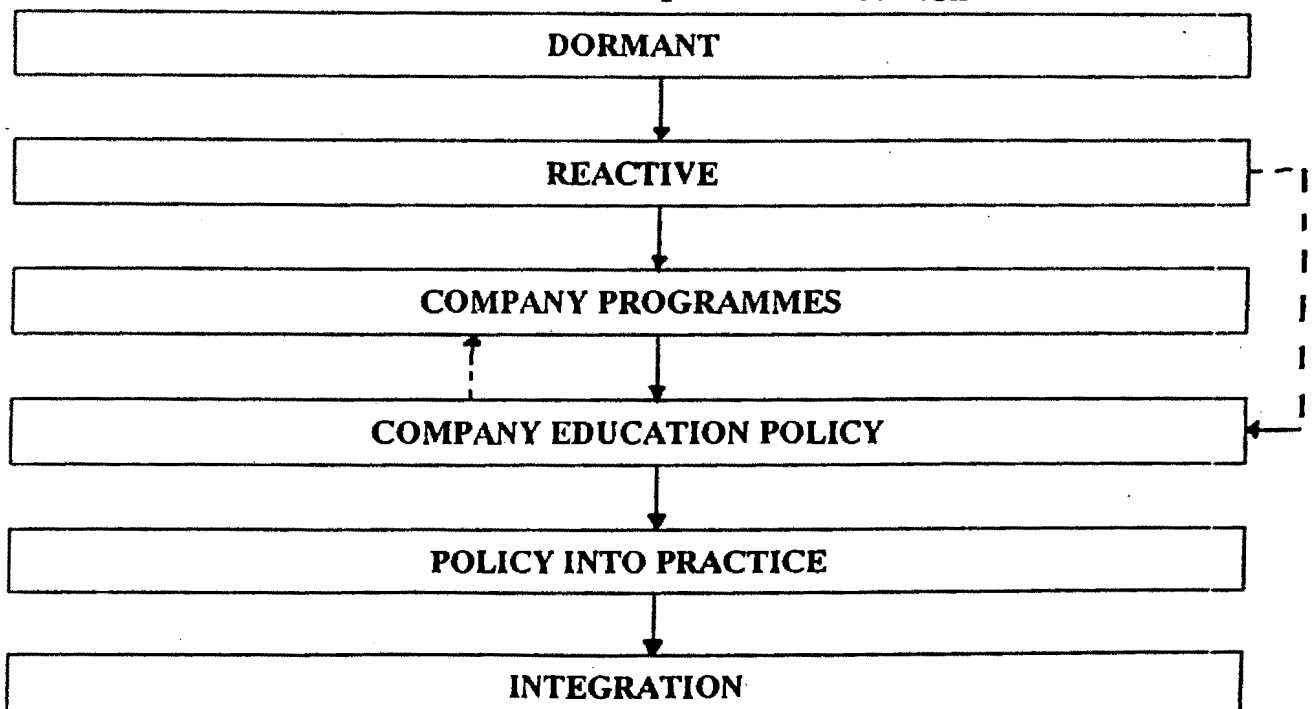
The second level of partnership, according to Gray is the exchange relationship which is characterised by a more direct connection between what a donor or sponsor offers and what the school offers in return. One finds in this kind of relationship considerable bargaining taking place. The company might seek out educational institutions which can offer a working arrangement for the specific promotion of a product or for more altruistic motives, like seeking a higher profile in the community. At this level one often finds the coalition where partners work together for some common purpose but do not have an identity of interest or concern.

Gray suggests that the third level is the kind of relationship that meets the needs of the future more fully than the other two. This phase of the relationship is one of interdependence and mutual growth and development, of synergy. Here one finds active involvement, collaboration and co-operation during the whole process of the enterprise, achieving goals which neither would have achieved on their own. He says that this is not a symbiotic relationship involving a separateness of identity. It is an integrated relationship where there is continued mutuality of interest or concern. Each party receives a reward that is

dependent on the reward the other parties receive; there is a common interest in their shared and mutual environment, community or market place. These kind of relationships need institutional commitment to partnership; it is not enough simply for individuals to work together.

The second model is more analytical and evolutionary in the sense that it seeks to deepen understanding as to how companies become involved with education. This model designed by David Finegold and William Richardson is based on their interim findings of a recent study of the diverse range of company education policies and programmes. They have investigated 20 leading companies in the UK, and have come to the conclusion that there are six stages in the evolution of the relationship which companies have developed with the world of education. (Finegold and Richardson, 1991: 5-11)

**The Stages of Evolution
in a Company's Relationship with Education**



Although these stages, they maintain, are intended to represent a progression, not all companies pass through them at the same time or in the same sequence. They have found that some companies by-pass some stages, while others get stuck in one particular phase, like the reactive phase - "either by choice or due to lack of priority attached to education activities by management".

(Ibid. p5)

Stage One: The Dormant stage is often the result of contacts made through personal contacts and is justified through philanthropic reasons rather than motivations coming from the company's needs.

Stage Two: The Reactive stage is characterised by a tendency to respond to requests from education on an ad hoc basis. Links with schools are a low priority because the company does almost no local recruiting and has a small personnel department which, if they do become involved, it is usually in response to one or more of the national or sectoral education-industry organisations (SCIP, SATRO, BIC) or simply in the role of a local employer, rather than in a coordinating role for the company.

Stage three: In this stage the company plays a significant role in shaping one or more initiatives "in order to get full public relations value from the investment". The investment could be one-off events, it could be money or material donated or an on-going series of activities. Finegold and Richardson found in this programme development stage, the most variation of any in the model, even becoming an optional for some companies.

Stage four: Here companies adopt a company education policy and bring out "a general statement concerning the importance of education to the well-being of the community along with a commitment from the company to help improve the educational experience of young people". To help them with the process, companies often rely on policy statements or guidelines from other companies that were early arrivals on the education scene.

Stage five: The 'Policy into Practice' stage is characterised by an attempt to strike a balance between redirecting activities and ventures to those areas which have been identified as priorities, while seeking to retain local innovation and ownership of the programmes, with a clear objective of getting the potential return on "a relatively heavy investment in personnel time and money".

Stage six: "The final stage identified in the Education Industry development, which only a few companies are beginning to address, is the integration of education activities into the everyday operations of the company. This involves shifting responsibilityaway from a small enclave..... Central to this process is building Education Industry into the job descriptions, staff development, and promotion and reward structures of the company."

In the final analysis, Finegold and Richardson discovered that most large companies in the UK are likely to reach stages five and/or six in the evolutionary model over the next few years.

"There, they will join companies already grappling with the

difficult problems of relating programme management to company integration." Smaller companies are likely to remain in stage two (reactive).

These two models of development of partnerships between Industry and Education stress the importance of strategic planning, taking into consideration where in the evolutionary process the partners find themselves. Progress in links can only take place if there is a clear rationale on both sides giving support to the view that a 'synergetic', 'integrated' relationship is possible and that some obvious mutual benefits are bound to be derived from bringing two organisations together. The major challenge for the 1990s in both developed and developing countries, is to sustain and to build upon the good practice followed thus far, and to establish an enduring partnership, not only between education and business, but involving the wider community as well, for example parents. Helping the schools to diagnose problems and develop appropriate techniques and assist in restructuring management of schools and meet with parents to discuss the possibility of adjusting work schedules to allow for more school involvement are a few interventions from business to solve some of the pressing problems of especially urban schools. (Forrest, et.al., 1992: 211) (Wright, 1989: 18-19)

EFFECTIVENESS OF PARTNERSHIPS

It is not the purpose of this report to give practical advice on how to set up a successful partnership. Therefore, no detailed exhortation of such programmes or case studies would appear in this study. A brief summary, however, of experiences and outcomes of such partnerships, describe by prominent educators, follows:

Noah and Eckstein (1991) explain the variety of forms, experiences of work-relevant education, takes on in Britain, France and Germany:

Firstly, they say, it provides opportunities for an increasing number of teachers and students to observe life in the work-place through work-experience, work-shadowing, teacher placements and plant visits and to gain practical experience;

Secondly, twinning and other partnership arrangements help to improve communication and co-operative work-ties between the world of learning and the world of earning;

Thirdly, schools are provided with material and human resources which they would not get otherwise and with opportunities to collaborate directly with business or industry; and

Fourthly, the sponsoring of local and national activities, encourage the development of work-related skills, an appreciation of the importance of efficiency in production, and a more positive attitude towards business/industry.

In an attempt to evaluate inputs and outcomes, professor Woolhouse (1991: 16-19) has placed forty different functions and activities of partnerships under the following seven headings:

1. Curriculum development
2. Staff Development
3. Student benefits
4. Resourcing
5. Research and dissemination
6. Partnership-initiatives and agencies
7. Committee membership

In terms of curriculum development, he emphasises the importance of continuous renewal and improvements in the quality of learning, through developing the content of subjects and themes within the curriculum; through work-based projects, work simulation, work-experience, work shadowing and industrial visits; through enterprise education; through examinations and assessment, including records of achievement, competitions, prizes and awards and through the provision of learning materials.

With regard to staff development, Professor Woolhouse claims that staff of business and of schools have much to learn from each other. This could be arranged through initial teacher training; through in-service training for teachers and industrial staff; through secondments of teachers into industry or staff from industry into schools; through management training and development and through teacher access to training courses in firms.

Student benefits, he says, are the most important outcome of a partnership. Pupils need to gain access to effective and coherent learning and developmental experiences. Partnership arrangements should also provide traineeship and apprenticeship including 'sandwich' courses, sponsorships, guarantees of training and employment, tutoring or mentoring and career information and guidance.

Listing more or less the same planned programme of activities, Marsden (1989: 4) adds that because of the opportunities for curriculum enrichment offered by these education industry activities, most schools in the UK are now involved in them in some form or other. Some of the activities ('outputs') identified by Marsden that have not been mentioned above, are:

For students:

- * using industrialist as personal adviser
- * joint education industry curriculum development projects, e.g. problem solving
- * joint education industry training exercise, e.g. mock interviews, communication skills

For teachers:

- * attending education based courses with industrial contribution
- * Researching external learning resources
- * Developing new learning opportunities, involving external resources
- * Providing services for industry

For industrialists:

- * Development of industry-related learning materials
- * Consultancy service.
- * Acting as personal adviser to students

Swanson, Community and Educational Relations officer at BP, in applying BP's vision and values in working with and supporting education, has suggested six ways in which business and education can work together: (Swanson, 1992: 43-48)

1. Working towards developing the skills and capabilities of the future workforce: "The key to the future for today's students will be the ability to 'learn how to learn'..... we must view our employees as valuable assets rather than expensive overheads." (Ibid. p44)

2. Providing resources, materials and facilities: "Defining the needs of students and teachers, and deciding to produce materials, is not in itself enough. It is important to do things in the right way and to acknowledge and use the skills and expertise of the partners in both education and business." (Ibid. p45)

3. Curriculum enhancement and relevance: Training in the effective use of materials is vital in order to effect real change in the classroom and to add value to the materials.

4. Bringing in new ideas, different perspectives and employees expertise to resolve identified problems, can often be highly productive.

5. International dimensions of the process of buying, selling,

manufacturing and recruiting from the whole world forces people to share experiences and learn from each other, in order to move towards a commonly agreed international framework.

6. In order to achieve sustainable success, Swanson believes that all partners must work hard at overcoming the barriers.

WHAT ARE THESE BARRIERS OR CONSTRAINTS THAT HINDER TRUE AND PROFITABLE PARTNERSHIPS?

Barriers can range from industrialist having fear of schools, fear of failures, prejudice or anti-teacher feelings, difficulty finding or justifying the time involved, sheer ignorance of education, low value placed on human resource development, to too much focus on short-term business or educational priorities. (Marsden, 1989: 6) (Swanson, 1992: 48) Resistance need not only come from the business side. There has been long-standing mutual mistrust between education and the world of work. Educators criticised industry for being too shortsighted and too self-interested and often refuse to collaborate, while complaints from industry focus not only on deficits in academic preparation but on lack of the work ethic as well. Opposing views on school reform efforts also constitute a barrier between companies and dominant forces within the educational community.

But most schools and systems (business) will need external help, if only because years of isolation have allowed them to become self-contained and self-absorbed. (Stone, 1991: 60) Research has

also revealed that educators' views of industry or business are based on a misconception.(Useem, 1986: 107)

Despite all the obstacles or constraints mentioned above, partnerships have mushroomed all over the world, indicating that Business and Education have only recently begun to realise the importance of the attitudes of others towards them. Since the 1980s a steady demand for industrial involvement in education has led to a re-examination of the rationale behind school industry links and since then the demand for industrial involvement in Britain's education for instance, has considerably outstripped supply.(Marsden, 1989: 1)

In conclusion, the literature review on Education Business Partnerships evokes the idea of a marriage of mutual agendas. Such a marriage will lead to a real partnership for change which will enable the two to jointly contribute to enhancing the quality of life for the whole of society.

CHAPTER THREE

METHODOLOGY

The investigation is about current and existing collaborative activities with the fundamental purpose of identifying the nature of cooperation between local schools and local businesses and industries in Atlantis. Since it is being done for the first time, it means the pilot study is breaking new ground. It is an inquiry into the unknown, 'navigating uncharted waters'. It entails doing research in industrial organisations from the outside. This type of research can be highly fraught for various reasons, such as lack of adequate resources for the project, the use of unconventional methods and approaches, limited access to the company's plant, records and personnel. Gaining access through to top management can be a problem, or the researcher is sometimes 'squeezed in or out' at times which can be very frustrating and time-consuming.

Nevertheless, the methodology used, permitted fairly comprehensive data collection because it allowed mutually supportive data to emerge from different sources, i.e. Business Management and Educational Leadership. Furthermore, positive and constructive responses were forthcoming when a report of the findings was offered. This promise of feedback were seen as need-fulfilling since the research is focusing on improving the quality of existing links between schools and local businesses and industries, thus becoming forward-looking and useful.

The thesis is not intended to give reasons for the lack of involvement by business/industry in local school activities, but merely to focus on the potential already existing in terms of interrelationships and collaboration.

A survey was done to find out what kind of relationship exists and what prospects are there for change. The general research problem with which it was concerned, was twofold:

Firstly, the survey was concerned with establishing how many of the schools and companies, interviewed, are involved in these collaborative activities. The four high schools in the area were targeted, as well as four out of the eleven Primary schools - all of which have received assistance and financial aid from local industries. Five Industrial Companies which were involved in certain social responsibility programmes locally, and employing people from the area, were selected on information received from the eight schools. The survey also sought to qualify the nature and scope of the collaborative activities in which these companies and schools are involved.

Secondly, the survey explored the perceptions of people involved in these relationships. It dealt with questions like: How do they perceive what they are doing? What motivated them to get into these kinds of relationships? What do they expect to get out of them? What are the constraints preventing them from reaching their objectives? An attempt was also made to investigate other related problem areas, like links with Trade Unions.

However, the thesis is in the main an exploratory study. A more thorough and detailed analysis of the problem is required and such a comprehensive study may be undertaken later.

This being Social Research, information was gathered through Qualitative research methods, such as un- or semi-structured interviews and questionnaires seeking to discover the novel and unfamiliar - the researcher becoming the recipient of direct observation or detailed information from personal interviewing.

I decided on interviews because they offer a very flexible and accessible means of investigating. Data is collected through direct oral interaction in which the interviewer would like some responses to a set of loosely structured questions, even if they are not in a prescribed order. Interviews have purpose and procedural organisation which offer the best way in establishing patterns in informants' actions and the meaning in their statements. (Powney, 1987: 35)

Being "one of them" or being familiar with the local issues, might influence me to have certain theoretical predispositions on the research topic. Some data might be omitted and some included. But I have tried to produce analyzed data that represent as faithfully as possible, responses made during the interview. In interpreting this data in the final chapter, I have strived to make my observations as demonstrative of views expressed in a wider context.

I have also strived throughout the interviews to negotiate the principle that data belong jointly to the researcher and the people cited in the report. This joint ownership of the data gathered during the interview, made recommendations based on the findings to improve relationships, more acceptable to "future partners".

The interviews were mostly one-on-one interviews, but 'group interviews' were held if the respondents had so wished, or in the event of time constraints. The method of recording was by field notes and audio-tape recording. The interviewee were briefed beforehand by written correspondence and telephonically as to the reasons for and the nature of the interview and its context regarding research. They were also asked in advanced whether note-taking or tape-recording were acceptable.

Pilot interviews were run with a view to focus the mind on potential data collection problems and to give myself a chance to modify my approach before the investigation proper began. It also served as testing ground for my questions; it allowed for priorities to surface so that by the time the interviews were conducted, the questions could be more pointed and relevant. Being a novice at interviewing, the pilot interview prepared me effectively in using verbal and non verbal techniques in the method of probing, like eye contact, making use of an expectant silence, repeating back the words of the interviewer, etc. Interviewing only started after I was convinced that my researching role had been accepted by the interviewees.

The repertoire of techniques consistently used during the interviews, enabled me to access information on the background of informants, their rank and position, on the nature and scope of activities or links they are involved in, on their perceptions and understanding of concepts and on problems and constraints they experience. It pleases me to say that I have achieved through these techniques a reliable and precise stimulus to which respondents reacted favourably.

THE INTERVIEW FRAMEWORK FOR SCHOOLS AND BUSINESSES

1. Why the particular questions were asked?

The open-ended set of questions used and which appears at the end of this chapter, are indicative of the probing nature of the interviews -a desire to get behind the respondents' understanding and knowledge of Education Business Partnerships. It is aimed at encouraging company managers and educational leaders to see in their work a potential for mutual understanding, for a commonality of interest on issues, problems and opportunities. Because of our lifelong experience in education, all of us have opinions, and perspectives of potential interest to educational researchers. The questions are designed to obtain and draw out these opinions and perspectives in order to bring about a greater understanding of partnerships and change processes.

2. Choice of interviewees

The reasons why the principal, deputy and a few Heads of Department of schools were chosen and not ordinary teachers for the interviews are because they are not new to the situation of reaching out to organisations in the community. Some of them are currently involved in forums and meetings outside school. The culture of working with business/industry is not unfamiliar to them. They have adequate time at their disposal, and appear to be non-analytical informants.

Choosing only people in top management in Business and not ordinary employees, or Trade Unionists was simply a matter of not seeing the need at this stage in the relationship. The relationships between companies and local schools were not so far advanced that employees and members of Trade Unions were effectively influencing company education policies and programmes.

The choice of interviewees was mostly influenced by a need to find people who are sensitive to the area of concern, i.e. links between schools and businesses, and how to improve on them. They should be prepared and willing to inform. That is why the nature of the questions were discussed with them beforehand.

The intention behind this approach has been to place the school and its curriculum, rather than the practice of individual teachers in the foreground; to examine the economic and social

causes of pressure for change across the whole school curriculum; and to assess how schools can work with partners in the wider community, including business to build effective partnerships.

3. Problems with the Interview Technique.

Being a principal myself of one of the four High schools, raised certain problems at the outset. I feared that my research and I would not be taken seriously. Because they know me, respondents might be fearful of exposing their ignorance or prejudice. They might even show apathy or intolerance. The 'novelty' of the interviewing may undermine the consideration given to the responses, or the authority my position carries, may inhibit the responses of other principals.

These fears, however, were proven to be unfounded. My expression of self-understanding of the situation and the range of experience on my part enabled me to appreciate and empathise with them, especially when I demonstrated that I am close to their own understanding of the problem. Ultimately, we all agreed that Atlantis needs partnerships. Business must seek profitable partnerships based on an understanding on the essential needs of local schools, while schools need to bring about real changes in their curricula by improving their links with the community and in particular with business.

INTERVIEW FRAMEWORK FOR SCHOOLS

EDUCATION BUSINESS PARTNERSHIP-EBP

ISSUES QUESTIONS WILL ADDRESS

- A. Current and existing links and advantages of EBPs**
- B. Knowledge and understanding of EBP**
- C. Constraints that hinder and factors that support EBPs**
- D. Links with Trade Unions**

**A. CURRENT AND EXISTING LINKS
AND ADVANTAGES OF EBPs**

**A. HUIDIGE EN BESTAANDE VERBINTENISSE
EN VOORDELE VAN OBVe**

1. Is your school in any way involved in collaborative activities with business? Which are they?

1. Is u skool in enige opsig betrokke by aktiwiteite of projekte met sake-ondernemings wat dui op 'n gees van samewerking? Noem hulle?

2. Describe the range (scope), and nature of these activities.

2. Beskryf die aard van hierdie aktiwiteite, asook die strekwydte van die verbintenisse.

3. Why did your school decide to enter into these collaborative activities or ventures? Outline the way it was started and later developed.

3. Waarom het u skool besluit om deel te he aan hierdie gesamentlike aktiwiteite of projekte? Beskryf hoe dit begin is en later verder ontwikkel is?

4. Why do you think business people became involved with schools?

4. Wat sou u se is die rede dat Besighede betrokke raak by skole?

B. KNOWLEDGE AND UNDERSTANDING OF EBPs**B. KENNIS EN VERSTAAN VAN OEVe**

1. What do you think a business can offer a school?

1. Wat dink u kan n Besigheid of Sake-onderneming n skool
aanbied?

2. What can a school offer a business?

2. Wat kan n skool n Besigheid of Sake-onderneming aanbied?

3. Should employers be involved alongside teachers in helping young people learn about the " world of work"? How do you think will pupils, parents and Educational Authorities feel about business involvement in schools?

3. Is dit wenslik dat werkgewers onderwysers in skole moet help
om jong mense meer oor die " wereld van werk" te leer? Hoe dink
u sal leerlinge self, ouers en die Onderwysowerhede voel oor
Sake-ondernemings (werkgewers) se betrokkenheid in skole?

C. CONSTRAINTS THAT HINDER AND FACTORS THAT SUPPORT EBPs

C. FAKTORE WAT OORSTREKENDE EN FAKTORE WAT DIT ONDERSTEUN

1. What do you perceive to be the obstacles to co-operation and collaboration between business and schools?

1. Wat sou u se is die oorstekende faktore wat samewerking tussen Sake-ondernemings (Besighede) en skole in die wêreld?

2. How satisfactory are existing co-operative relationships between your school and businesses you are working with? What could be done to improve them?

2. Hoe bevredigend is bestaande verhoudings tussen u skool en Besighede met wie u tans saamwerk. Wat stel u voor moet gedoen word om sodanige verhoudings te verbeter?

3. Can schools bring about real changes in their curricula by improving their links with the community and in particular with business? If so, how can it be done?

3. Kan skole wesenlike veranderings in hul kurrikulum teweeg bring deur die aard van hul verbintenisse met die gemeenskap en in besonder met Besighede te verbeter en te versterk? Indien wel, hoe dink u kan dit geskied?

D. LINKS WITH TRADE UNIONS

D. VERBINTENIS MET VAKBONDE

1. Do you think Trade Unions should become involve with schools?

If so, how?

1. Dink u dat Vakbonde by skole betrokke moet raak? Indien wel, op hoe n manier?

2. What advantages do links with Trade Unions have for schools?

2. Watter voordele hou verbintenisse met Vakbonde vir skole in?

3. How can one strengthen links between schools and Trade Unions?

3. Hoe kan n mens die vebintenis tussen skole en Vakbonde verstewiq?

INTERVIEW FRAMEWORK FOR BUSINESS

EDUCATION BUSINESS PARTNERSHIP

ISSUES QUESTIONS WILL ADDRESS

A. Knowledge and understanding of EBPs

B. Involvement with education

**C. Reasons for and levels of
interaction**

**D. Constraints that hinder and factors that
support EBPs**

E. Evaluation

F. Links with Trade Unions

INTERVIEW FRAMEWORK FOR BUSINESS

A. KNOWLEDGE AND UNDERSTANDING OF EBPs

1. What do you think a business can offer a school?
2. What can a school offer a business?

B. INVOLVEMENT WITH EDUCATION

1. Is your business in any way involved in joint activities/ initiatives with schools?
2. Describe the nature and scope of these collaborative activities?

C. REASONS FOR AND LEVELS OF INTERACTION

1. Why have these links with schools been set up?
2. What level of management is involved with the programs? How many staff and how much time is spent on these activities?

D. CONSTRAINTS THAT HINDER AND FACTORS THAT SUPPORT EBPs

1. How satisfactory are existing co-operative relationships with schools in the Atlantis area?
2. What do you perceive to be the obstacles to co-operation and collaboration between business and schools?
3. Have any internal changes in your business come about because of you involvement in schools?

E. EVALUATION

1. Do you regularly review your relationships with schools? If so, what criteria are used?

F. LINKS WITH TRADE UNIONS

1. Do you think it is a good idea that Trade Unions should become involve with schools? If so, what advantages do links with them have for schools?

ONDERHOUD RAAMWERK VIR BESIGHEIDSLUI**A. KENNIS EN VERSTAAN VAN OBVE**

1. Wat dink u kan 'n Besigheid of Sake-onderneming 'n skool aanbied?

2. Wat kan 'n skool 'n Besigheid of Sake-onderneming aanbied?

B. BETROKKENHEID BY ONDERWYS

1. Is u Besigheid in enige opsig betrokke by aktiwiteite of projekte saam met skole en wat dui op samewerking?

2. Beskryf die aard van hierdie aktiwiteite, asook die strekwydte van die verbintenisse.

C. REDES VIR EN VLAKKE VAN INTERAKSIE

1. Waarom is hierdie verbintenisse met skole aangegaan?

2. Watter vlak van die Bestuurskader is betrokke by die programme? Hoeveel personeel en hoeveel tyd word bestee aan hierdie aktiwiteite?

D. FAKTORE WAT OBEV STREM EN FAKTORE WAT DIT ONDERSTEUN

1. Hoe bevredigend is bestaande verhoudings tussen u Sake-Onderneming en skole met wie u tans saamwerk? Wat stel u voor moet gedoen word om sodanige verhoudinge te verbeter?
2. Wat sou u se is die stremmende faktore wat samewerking tussen Sake-ondernemings en skole in die wiele ry?
3. Het enige interne veranderinge binne u Sake-onderneming al plaasgevind sedert u met skole begin saamwerk het, en as 'n uitvloeisel daarvan beskou kan word?

E. EVALUERING

1. Word daar gereeld besin oor u firma se verhoudings met skole ten einde dit te verbeter? Indien wel, watter kriteria word gebruik?

F. VERBINTENIS MET VAKBONDE

1. Dink u dit is 'n goeie idee dat Vakbonde by skole betrokke moet raak? Indien wel, watter voordele hou verbintenisse met Vakbonde vir skole in?

C H A P T E R F O U R

RESEARCH FINDINGS AND INTERPRETATION

The findings of the research project are based on interviews with a diverse range of management staff members from both Industrial companies and local schools. In terms of responsibilities and seniority in the Industrial sector, they include ranks or positions such as that of a Managing Director, Plant Manager, Human Resource Developer, Sales-marketing manager, Personnel Manager, Industrial Training Manager, and Social Responsibility Programme Co-ordinator. School staff members that were interviewed, were the school principal, his senior deputy and the other deputy principals, as well as heads of departments and, in some cases, ordinary teachers who were prominent and active in links with Industries.

In the main, information was obtained through verbal interaction, but, in some cases, companies' and schools' written policy statements, guidelines and programme descriptions were made available.

The firms selected for the interviews, were four leading Atlantis Industrial companies that employ a workforce that ranges from 1800 for one of the bigger companies to about 160 workers for the smallest company. The two bigger companies consider it a priority to get involve with education. Both are involved in leading educational projects locally, and one, in particular, prefers to

get involved "...on a strategic level so that the benefits and the capacity building effect of that could cascade down onto more schools". (Appendix C: p8, line -0108)

1. CURRENT LINKS BETWEEN ATLANTIS INDUSTRIES AND LOCAL SCHOOLS

Links do exist between schools and industries in Atlantis. However, evidence suggests that these links differ, ranging from firms just keeping contact with a school through workers who happen to be parents of children attending a particular school, and making once-off contributions to companies investing thousands of rands into local education. Business/Industry, in most instances, are viewed by schools as a source of financial assistance in these links. "A Business person is a person to whom we go for sponsorship".(Appendix B: p21, line -0398)

Apart from reaching out and working with local Industries, schools also tend to link up with institutions that provide support services, such as the local Police, the local Council, clinics and hospitals, the local fire station and other emergency services, businesses in the local shopping centres, Insurance Companies, etc. But, Atlantis being an Industrial area, the main focus of this investigation was on links with Industry. At this stage it needs to be said that most of those interviewed, consider the locality of the schools in an industrial area an added advantage if one compares it with other rural schools, and this advantage needs to be exploited to the extent where it benefits the local community. (Appendix B: p9, line -0510)

It appears that the "Adopt-a-school" programme is the most popular link "activity". 3M-Atlantis was the first company to adopt a local school a few years ago. Although 3Ms' initiative has fallen into a "...state of disrepair....for the last year or so....." (Appendix C: p9, line -0129), other companies had followed their example with the result that almost every school in Atlantis is adopted or is in the process of being adopted by an Industrial firm.

One of the basic features of such a programme, according to those who have experienced it, is the measure of control by, and reporting to joint structures set up by the school and the company. In such a relationship very little or no money changes hands, but a lot of equipment and teaching aids are donated to the school, with no particular returns on their investments to the company. The company is seen to plough back into the community for the privilege of being there. (Appendix C: p9, line -0130-0164; Appendix B: p2, lines -0392-0419 & p13, lines -0616-0632)

It is still too early to report on the new and recently started "Adopt-a-school" -links. In some cases the school does not even know who the company is who adopted it. The schools were approached by employees who were instructed by their Trade Union to make the contact. It appears to be a combined initiative of the Trade Unions and the Industrialists (ADF) to support the schools. (Appendix B: p6, lines -0054-0086) The one that 3M was involved in became a very "convivial little set-up" in which

meetings and activities have become joyful social gatherings. (Appendix C: p9, line -0156) Maybe one needs to display these intimate relationships to other schools and businesses as well.

A very interesting link activity, is the one called "engineering insight" initiated by Atlantis Diesel Engines (ADE) with the only technical school in Atlantis. Just before they graduate from High school, pupils are taken onto the factory floor for about 2 hours a day for four weeks during which time they observe, and are exposed to the practical component in the Industry. This helps them in their choice of career. It also provides an opportunity to see in what circumstances their parents or neighbours are working. (Appendix B: p10, lines -0071-0110) (Appendix C: p12, line - 0517)

ADE has also donated R1000,00 to each school, with which they must work to generate more funds. The school raising the most money and showing creativity in doing so, qualifies for another cash prize. This is apart from the annual achievement awards for the best achievers from Standard Five to Standard Ten. It has also started the RALI-project (Responsible Action and Leadership Initiative) a few years ago. (Appendix C: p11, lines -0490-0510). These, together with other contributions and sponsorships, such as donating used computers and other forms of equipment, makes ADE which is the largest factory, by far the most involved in local education. It has been criticised, though, for adopting only Primary schools and for trying to satisfy too many schools and institutions, without making much of a difference.

Eskom-Koeberg, for its part has invested R112 000 in AMESA (Association for Mathematics Education of South Africa), a "Koeberg specific initiative, because the whole project was driven from the Cape Town base and being part of the community around here and after thorough evaluation of the project it fits.....it fits squarely into [their] view of the type of things that [they] would like to get involved in...." (Appendix C: p8, line -0093) (Appendix B: p5 line -0127; p20, line -0240) Eskom-Koeberg is also very much involved in supplying electricity and electrical appliances to farm schools in the outlying farming district. It has made available to one particular school "...books via a NGO with the name of READ books to the value of R70 000 which one would think is a major investment". (Appendix C: p18, line -0257) They have also invested between R40 000 and R50 000 in the establishment of a local Teacher Resource Centre, an initiative that was started by local community organisations and teachers.

2. REASONS FOR AND LEVELS OF INTERACTION

Local schools have always been and will always be in need. They would not be able to run properly and effectively on their own. They need resources from outside, be it financial or otherwise. But apart from this, there is also the need to make that contact with the outside world especially business, in order to expose children to the world of work, to the conditions and circumstances in which their parents or peers work and to enhance the schools' curriculum, which would prepare them with the help

of Industry to become skilful future workers, help them to become better informed citizens especially as to how wealth is created and generated.(Appendix B: p8, lines -0117-0136, lines -0481-0490; p10, line -0108; Appendix C: p1, lines -0021-0033, lines 0070-98; p4, line -0100-0122)

A majority of managers interviewed, said that business can offer schools financial aid to fund projects or buy equipment. It can offer business expertise, knowledge on how to manage more effectively; it can assist in staff development and motivation, or give guidance as to the relevance of what is taught in the curriculum; it can provide knowledge of the Industry to foster a better understanding of the world of work and insight into recruitment requirements for the future workforce so that pupils can make informed career choices. Most of them argue strongly for mutual benefits and mutual influence. They maintain that one cannot just throw money at schools especially when they do not turn out people who can be used fruitfully and profitably:

".....by creating employment we draw people from Atlantis, and by drawing people from Atlantis, we obviously are looking for the right people from Atlantis, and the one way of ensuring that eventually from a grassroots level, that you get the right people educated, because eventually the youngsters in the school now.... we hope through our support programmes... they come and work for this company. In that way we

serve the community, because we want the community to derive the benefit from the company being in Atlantis."(Appendix C: p17, lines 0571-0581)

Another even talked about an entrenched right to say what they want to happen in schools, for example, an understanding of how and why wealth needed to be created and the essential role of industry and commerce in the process of wealth creation, especially now that the economy is opening up and we are competing internationally.(Appendix C: p2, lines -0070-0099)

This perspective is shared by principals and deputy principals of schools.(Appendix B: p9, lines -0581-0593) They see the need to produce as early as possible the right kind of manpower for Industry. This will prevent retraining and save the company a lot of money.(Appendix B: p5, lines -0152)

But evidence suggests that the current relationships lack the tenacity or mutually-agreed objectives to realise this vision. The schools admitted that the existing school curriculum isn't designed to allow for such innovations. It is too academic in its content, not career- or work-related enough, and the teachers are often not familiar with what goes on in Industry. One local initiative that is doing something to change the curriculum and teaching methods of teachers, is the AMESA-project, a joint venture or partnership of teachers, the Education Department and the Private sector to retrain mathematic teachers to teach the

new mathematic syllabuses.(Appendix B: p , lines -0309-0371)

3. KNOWLEDGE AND UNDERSTANDING OF PARTNERSHIPS

The study has also revealed that, at the moment, the contacts between school and Industry are usually the result of personal relationships, either at board level (eg. where an individual in the company is tasked to liaise with the school[s]) or in an individual's leisure time (employees taking it upon themselves to see to the needs of schools) In the case of the bigger companies where large expenditure is committed, the justification is, to my mind, philanthropic, more of a social responsibility commitment, rather than related to the company's business needs. It is often a case of the company responding positively to, at least, some of the requests from local schools, which implies that they are mostly in a reactive mode.

Apparently, most of those interviewed are in agreement that involvement in local schooling, helps to build a company's image. Links serves as a marketing venture for both Industry and schools in the community; it is seen as a worthwhile cause - there is this moral obligation. In addition it creates the healthy impression that the Private sector is working in close cooperation with the Government sector, specially in an era where the latter is struggling to meet its commitments in terms of educational provision. (Appendix B: p20, line -0225) The State lacks the necessary funds. Therefore we need more private sector initiatives like AMESA and RALI, and other joint ventures to give

youngsters the maximum opportunity to develop. (Appendix B: p23, line -0781)

Informants also maintain that a more skilled and trained worker, a more productive worker will be provided if schools are informed about the needs of Industry. Business can help change the school curriculum so that the emphasis is more on vocational and technological training. After all, Atlantis is an Industrial area. About 80%-90% of school leavers end up in a factory or are supposed to, but are often not employed simply because they are not skilled enough. (Appendix B: p37, line -0959)

Some referred to the development of the human potential in order to meet the challenges of a changing economy: "...its becoming increasingly competitive... you know, we're no longer competing with an authoritarian government, but what we're really doing is competing with the rest of the world. The threat to our economy isn't the sort of PW Botha's, it's those guys in Korea and China who are prepared to work harder or smarter or more efficiently than we are. I think there's got to be an awareness of what the situation is that has to be brought home to children at a very early age." (Appendix C: p2, lines -0100-0109)

A concern was also raised about the plight of the not-so-bright pupil, the early school-leaver, the drop-out. If practical oriented pupils get the opportunity at an early age to be trained in specific skills "on-site" in factories (a form of apprenticeship), and are allowed to build up a record of

achievement, then it would be so much easier for an employer to place these new recruits in their organisation. (Appendix B: p25, lines -0348-0355; p27, lines -1194-1198; p29, lines -0841-0861) However, Industrialists emphasised that skills, although very important, are not the only requirement for job seekers: "... any person applying for a job has to be disciplined; people come to work as they like, when they like and how they like, because they got a job, that is totally unacceptable, so discipline will start in school, which will filter through in their later lives." (Appendix C: p23, lines -0226-0240)

Both sectors welcome the idea that people, other than teachers, (company staff and workers) be allowed into the classroom and participate in programmes where children can observe them and learn from them. They agreed that we need role-models in Atlantis, and if these "visitors" to the class could be the childrens' own parents, or neighbours who are employees, the children will have an opportunity to see them in another role which can have a positive impact on parent-child, or child-adult relationships. (Appendix C: p28, lines -0083-0090)

The idea of Teacher placement in Industry was a bit foreign or unknown to them. It appears that it has not come up in discussions between them. It certainly did not take place, but it was clear from the information gathered that teachers can offer their services to factories; they can help train and teach workers and, in return pick up skills and gain immense knowledge and understanding of Industry which they can bring back to class.

Similarly, schools offer training opportunities for company staff members, who pick up new innovative ideas that can be used in the workplace.

Finally, it was stated by both Industry and school informants that a sound and healthy relationship between the two is good for business. Two particular quotes sum up this sentiment:

"...because of the nature of our industry...
....the community have to support us...
there is no way that we can ignore the needs
of the communitymost of our people
come from the surroundings here, so when we
do something for schools, we're doing
something much more strategically.... we're
building capacity in the community that will
keep on producing and the best part of that
is that we will benefit from that in the
long run...so, from a business perspective
it just make sense." (Appendix C: p28, lines
-0389- 0397)

"I think the company benefits from the point
of view that we are selling... we're selling
the image and concept of this company as the
employer in Atlantis....this is the employer
that I want to work for....that particular
culture is already evident in Atlantis....
everybody wants to work for us, but for the

wrong reasons..... We want somebody to come and build a career." (Appendix C: p32, lines -0967-0975)

4. CONSTRAINTS THAT HINDER AND FACTORS THAT SUPPORT EBPs

The investigation has identified various problems or possible obstacles concerning collaboration between local schools and Industry in Atlantis. But, similarly, it has discovered some positive factors that support the establishment of partnerships between the two, despite these constraints.

The first problem is one of perceptions. On the one hand, schools had in the past always regarded Business as a place where they go for money, sponsorships and equipment and nothing else, without offering something of value in return. This has not done much for the development of a relationship in which there is mutual trust and understanding. On the other hand, Businesses are owned by 'White' bosses, and are perceived to be antagonistic and not sensitive to the needs of the so called 'Coloured' community, because their children are not attending the local schools. "The emphasis is still on 'Social Responsibility', a moral obligation towards the people who work for me. There my responsibility ends. It's an attitude problem." "There is the danger of the Industrial sector providing resources, thinking they are doing good, but not really becoming involved. Providing project money without personal involvement can have a very negative result."

These were some of the comments informants made. This may be the reason why so many Industrialists in Atlantis are not part of any link activities with schools, which confirm the perceptions. The general complaint of those who are involved and who keep on 'giving', is that they are feeling the 'pinch' especially in times of economic recession. (Appendix B: p31, lines -0703; 0733; p33, line -0279; p38, lines -0171-0180) (Appendix C: p21, line -0333; p25, lines -0583-0601)

Local companies that are nationally or internationally based, have the added problem that Corporate are not always focused on the particular needs and wishes of local communities. The feeling is that decision-making powers should be filtered down. On the other hand, needs can be greater in other areas; one therefore needs central control, which unfortunately leads to financial constraints. (Appendix C: p18, line -0251; p21, line -0334)

It was pointed out by informants from the Industrial sector that decisions on budgeting and policy need to be made by top management after proposals, requests for assistance are motivated in by special appointees who work in and with schools. However, the smaller operations do not always have the manpower and resources available. Even the bigger companies have their doubts on whether true and profitable partnerships involving masses of time, manpower, resources and funding can be attained. Schools, in particular, have a problem with this kind of decision-making. They feel that they must just accept whatever management decides without being able to influence that decision. Budgeting and

policy proposals on partnerships, they say, should be agreed upon collectively through structures or networks where planning and coordinating takes place. (Appendix B: p35, line - 0310; p36, line -0276; p37, lines -0926-0936)

It is also admitted by both sectors that the process of getting closer together is not driven hard enough. "It probably needs to be driven a little harder on both sides." (Appendix C: p20, line -0307) Each sector has certain preconceived views on the others' role in such a 'partnership'. Not much understanding or empathy for one another's situation is forthcoming. Business is saying that schools are not always clear on their objectives; schools have not clearly identified their own needs. The Industrial sector, on the other hand, is accused of not sharing with schools what their needs are; not much is known about the expectations and requirements of Industry. These opposing views held by each, is probably because the two sectors were allowed to operate in isolation where they became self-contained and self-absorbed.

However, those interviewed, agreed that schools need external assistance. School reform, especially curriculum change, must be done collectively and with a view to meet the needs of the community, particularly that of Industry. There is a need to change or "....discard subjects that lead to nowhere". (Appendix B: p33, line -0937)

Evidence from the investigation indicates there are serious concerns about lack of motivation and discipline from students,

lack of interests from teachers, lack of will sometimes, lack of commitment all round. (Appendix B: p39, line -1079) (Appendix C: p24, -0273; p25, -0628-0645) While it is known that teachers are often not familiar with factory work, no attempt is made to encourage them or the workers, for that matter, to become involved.

Constraints that were often cited by both sectors, were the time-factor, shortage of manpower and lack of over-head structure to drive such partnerships. The concern was especially about people not being released for such activities because of workloads. The general state of the economy of the country puts further pressures on the company. Where Business is not so good, less funds become available for school links. At least one company criticised the Government for its' lack of support for local initiatives. (Appendix C: p18, lines -0255-0316)

Even though these obstacles were highlighted during the interviews, some positive factors that encourage partnerships were also identified. Companies, especially, are willing to do more than what they are currently doing: "We're susceptible forconstructive criticism..... tell us give us ideas... It would be no problem for us to organise...you know sessions and visits, and lectures.....if that is the case..... We could provide and are willing to provide.....there's no problem." (Appendix C: p26, lines -0694-0703) "We are totally committed to the RDP programme...here we are, we're willing to do it, we've got the resources, we're committed to do it, but now we want to see

something from the other side." (-lines - 0743-0753)

There are signs that Business, or at least some Industries in Atlantis have come of age: "...they have grown and reached a level of maturity now that they have started accepting that they are an extension of the community and not a foreign body that moves into the community". (Appendix C: p 20, line -0341)

They realise that they have benefitted in the past and that they did not do enough for their communities. They are therefore more open for suggestions and link schemes with schools now, than ever before. Now is the time, while they are themselves busy with restructuring in their firms. There is a need for Business and schools to talk and listen to one another.

5. LINKS WITH TRADE UNIONS

The reason why a section on links with Trade Unions was included in the questionnaire, was because it is acknowledged that they started the current initiative, of each Industrial company adopting a local school, which is still in its' beginner stage.

The study has revealed that a vast difference of opinion on Trade Unionists involvement in schools exists. Some believe they have a role to play "because for starters they are community-based organisations"; "members are also parents....and if the Union is representative of the parents than the school is accountable to

it"; "it can serve as a communication link between the school and the business"; "Trade Unions are in the best possible position to translate business-needs into community needs, and serve as role-models"; "it can exert pressure or influence on Industrialists"; "the culture of participatory decision-making, collective bargaining and of 'looking after each other' should be inculcated and popularised at school".

Others feel that Trade Unions are too highly politicised, and as long as they have this political agenda, they must be kept as far away from school children as possible. One informant referred to their "disruptive influence" on the "impressionable" minds of young people. They have different agendas, a different culture; schools might not be ready for it yet.

However, informants admitted that Trade Unions (Cosatu) are already involved in educational issues on a national level and as such, part of the whole education transformation process. Therefore, it is just right that it should also become involved at ground level. "They are the ones who bring the labour onto the market, they are the ones who direct the pace and control the shop floor and exert pressure and influence on the workers who happen to be the parents of children in the school." There are those who even believe that Trade Union involvement with schools would benefit trade unionists themselves, as well as schools.

Whether they should be the ones that must come into schools and teach pupils about their rights as workers, is a sensitive issue

and is vigorously resisted by some, according to my survey, and needs to be debated more with a wider spectrum of people. What did come through though, is that in an Industrial area like Atlantis which is a close knit community, there is a lot of potential even for Trade Unions to become involved with education, especially now that our society is in a stage of transformation. One local union, SACTWU, has already realised that the success of their operations in the labour markets of the Industrial sector, are inextricably linked to the quality of education provided to the future workforce and they are doing something about it. They have become very active in local school activities and projects like raising funds, distributing food parcels to needy and under-nourished children. This has opened up a entirely new field of experience for many, and who knows, people's attitude towards Trade Unions might quickly change in the foreseeable future.

Anyhow, some more research needs to be done in order to establish what advantages links with Trade Unions have for schools, and how these links can be strengthened to become beneficial for both.

CHAPTER FIVE

RECOMMENDATIONS

The analysis of the data compiled and the pattern of responses as well as the meaning of statements made, revealed that no formal partnership exists between schools and business/Industry in and around Atlantis. There is a distinct measure of inequality in the relationship between schools and Industry. It appears that the latter is investing in education without expecting anything of value back. The Adopt-a-school programme is one example of such a relationship of inequality, a relationship where one partner is dominant while the other is subdued into a lesser role.

There are indications that Industry in Atlantis is supporting local schools purely through altruism or public spiritedness. No institutional commitment exists to make the relationship a working partnership from which mutual benefits are derived.

The following recommendations based on the findings, are made to facilitate local partnerships.

5.1 Build on the good practice thus far reached in creating links between schools and Industry. Structures and networks that have been put in place by the ADF, should be utilized to its full potential to popularize the idea of partnerships. The appropriate environment for such partnerships does prevail.

5.2 The ADF with all its' sub-structures can play a vital facilitators role in making participants aware that there is more to be gained in working together than trying to meet individual goals. It can assist them in tackling specific problems of partnership development. It can publicise successful joint ventures, make people reflect about past experiences so that new developments can be seen as an extension of, rather than a replacement of those efforts.

5.3 All stakeholders need to consistently work towards a marriage of the two agendas, in other words increased participation by, not only Business in Education and Training, but also schools' involvement in the achievement of Business goals. Increased future collaboration must be based on mutual benefit, mutual respect and influence accepting shared responsibility, authority and control over resources.

5.4 Business representatives as well as teaching staff should be co-operatively and actively involved in the planning of these links; objectives should be collectively defined and continuous monitoring of progress as well as evaluation of outcomes should be done in order to assess the value that is being added on.

5.5 By improving the quality of existing links between schools and Industry in the Atlantis community, the transition of young people from school to work and to adult life would be simultaneously improved. The ideal is to work towards a working partnership which raises the standards of learning of pupils by

providing a resource, environment and context outside the school. Efforts should be made to create opportunities so that learning takes place not only in the classroom, but on employers' premises. This would enhance teaching and learning.

5.6 Schools must make a concerted effort to change the current school curriculum; they must allow for outside intervention to determine new developments in schooling, especially from the Industrial sector. They must keep in touch with relevant partnership developments elsewhere in the world. This can be done through existing school networks or through the formation of specialised task teams which can facilitate the training of future practitioners of partnerships.

5.7 Seminars and workshops can be organised locally to stimulate reflection, to disseminate and publicise information and to circulate the experience and good practice of successful partnerships elsewhere. This study can be used as a base document and I, personally, would be willing to assist.

5.8 A final comment that I would like to make, is that conditions in Atlantis with its track-record of successful community-driven projects, are conducive for the formation of Education Business partnerships. My investigation has revealed that there is a renewed willingness and determination amongst mostly "White-run"-businesses to interact, communicate, and co-operate with local schools in order to bring about improved social, economic and educational -status conditions.

This study has shown that Industrial involvement in education through an integrated, working partnership arrangement contributes to a life-long process of development of the whole person.

"Whatever one's job, whether in teaching, industry or elsewhere, the challenge of work itself is, at best, a growthful experience, assisting in the maturation of the personality, the crystallisation of an identity and the development of capability. The process begins in infancy when speech, behaviour etc. are learned: it continues in school and then moves to employment, with a more vocational emphasis." (Everard, 1983: 34)

It is therefore right that industry should educate too - and it does. In the Atlantis Industrial area, some employers in their role as educators as well as trainers are increasingly becoming more assertive in their role-relationship with local schools, and one hopes that others would be encouraged through awareness programmes as suggested above, to do the same.

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AN AGENDA FOR PARTNERSHIP

AGENDA FOR EDUCATION	OUTCOME	AGENDA FOR INDUSTRY
RECORDS OF ACHIEVEMENT FOR ALL PUPILS	MATCHING APPLICANTS TO JOB REQUIREMENTS	UP-DATED RECRUITMENT & SELECTION METHODS
PROVISION OF COHERENT POST-16 EDUCATION PROGRAMMES	COHERENT POST-16 EDUCATION & TRAINING	PROVISION OF COHERENT POST-16 TRAINING PROGRAMMES
WIDER ACCESS TO POST-16 EDUCATION	INCREASED POST-16 PARTICIPATION	STUDENTSHIP & SPONSORSHIP
EQUAL OPPORTUNITY PROGRAMMES & PROVISION FOR SPECIAL NEEDS	BETTER OPPORTUNITIES FOR ALL	SUPPORT FOR SPECIAL NEEDS PROGRAMMES
CO-ORDINATION OF EDUCATION - LED EDUCATION - INDUSTRY INITIATIVES	IMPROVED COST-EFFECTIVENESS & CREDIBILITY	CO-ORDINATION OF EMPLOYER LED EDUCATION - INDUSTRY INITIATIVES
FLEXIBLE TRAINING PROGRAMMES GEARED TO NEEDS OF INDUSTRY	IMPROVED INDIVIDUAL & TEAM PERFORMANCE & CAREER DEVELOPMENT	STAFF TRAINING GEARED TO PERFORMANCE IMPROVEMENT & PROMOTION POTENTIAL
JOINT R & D PROGRAMME & CENTRES OF EXCELLENCE	HIGHER RATE OF INNOVATION & INVENTION	ENHANCED RESEARCH & DEVELOPMENT CAPABILITY
ADULT EDUCATION & TRAINING	HIGHER LEVELS OF EMPLOYMENT	EMPLOYMENT TRAINING
ENTERPRISE TRAINING	SURVIVAL & GROWTH OF SMALL FIRMS	SMALL FIRMS & TRAINING SUPPORT
JOINT ECONOMIC DEVELOPMENT PROJECTS	CO-ORDINATED ECONOMIC PLANNING	JOINT ECONOMIC DEVELOPMENT PROJECTS

APPENDIX B

CURRENT AND EXISTING LINKS AND ADVANTAGES OF EBPs

TAPE 1 Side 1

INTERVIEW : PROTEA PARK PRIMARY, Teusday 17 Oct. 11h30.
INFORMANTS : Mr Q Newman(Principal), Ms Johannissen, Ms
Hoffmeester(Sen. HoD), Ms Werner.

A1.

0486. Newman: [Opsommenderwys] Plaaslike Oorgangsradaad / Kultuuraktiwiteite soos Capab, Baxter, Cape Symphony Orchestra / P.O. RDP komitee , Nuwe Jazz klub / Goeie verbintenis met ADE wat ons twee jaar borg / Verdere verbintenis met Weskaapse Universiteit / Safety Transport/ S.A. Fine, klare oorhandiging vir behoeftige kinders / S.T.I. / Ek weet nie hoe jy jouself losmaak van die organisasies buite waaraan jy behoort nie/ Ons is betrokke by AVOS daar is nog. Ons is van plan om te gaan sit met die Vakbonde en met hulle te gaan gesels oor 'n ander model. Om 'n ander kultuurwerke hier in Atlantis te vestig. Ook betrokke by die Bestuur om te kyk na Gemeenskaps organisasies, die stel van doelwitte en die bereiking van doelwitte en intervensies as jy nie jou doelwit bereik nie. Ons kan nie ons heeltemal los maak van die skool as jy ook besig is met sulke aktiwiteite nie.

A2&3

0546. Newman: ADE - ons het doelwitte daar gestel - ons d.w.s. die ouers en die onderwysers. ADE het gesê dat hulle 'n Rand sal gee vir elke Rand wat die ouers sal insamel.

0552. Johannessen: Om toerusting soos die kopieërder, afrolmasjien aan te skaf. Verbintenis is meer een van "Adopt-a-school" waar ADE 'n Rand bydra vir elke Rand wat die skool kan bybring. Persoon is Lizelle Bosman.

0569. Hoffmeester: Definitiewe voordele vir die kinders. Ons het sekere langtermyn projekte, lopende uitgawes. Sommige kere dek skoolfunksies net lopende uitgawes en nie langtermyn projekte nie. Hierdie langtermyn projekte kan ons nou verwesenlik as gevolg van hulle betrokkenheid. Ons kon byvoorbeeld die komper aanskaf. die potloodskerpmaak - dinge wat baie geld kos, duur items. Dit kon ons nou aankoop.

0578. Johannessen: Uit die agtergrond van die skool, Ons sou nie dit wat ons wou bereik sou hulle nie kon bybring nie. Dit is, sien omdat die nuwe storie t.o.v. die geld wat van die regering kom, nie genoeg is nie . Herstelwerk sal ons self moet voor werk.

0585. Hoffmeester: Hoeveel mense kom skool toe en het miskien nie die regte vak nie. 'n Akademiese opvoeding hierna.

0591. **Newman:** Die Vakbonde het ook die inisiatief geneem om die fabriek te vra om betrokke te raak, as gevolg van die feit dat baie fabriek nie sosiaal aanspreeklikheidsprogramme het nie.

0595. **Werner:** Want baie van, as jy nou vat 'n gemeenskap soos Atlantis ek meen die Industrial Benefit Fund. Daar is baie min geld wat daarin gestort is en ek dink baie mense het ook al hul ongelukkigheid daaroor te kenne gegee.

TAPE 3

INTERVIEW : BERZELIA PRIMARY, Tuesday 17 Oct. 09h45.

INFORMANTS : Mr Lesch (Principal), Mr V Lesch (Deputy), Mr Jacques May, Mr Charles Hector, Ms Humphreys, Mr Sedeman

31

A1&2

0392. **Lesch:** Ja, ons neem die status quo van 'n jaar of twee gelede. Berzelia Primer was goedgegunstiglik geadapteer deur ADE. Daar is 'n duidelike aksie plan, voorgestel. Die sosiale werkster het die verrigtinge geko-ordineer met die skool, 'n beheerliggaam is gestig, gereelde vergaderings is gehou met die doel om vordering te bepaal. In sulke vergaderings is opdragte gegee aan spesifieke persone en by die volgende geleentheid moes die persoon volledig rapporteer in hoeverre hy dit ten uitvoer gebring het; in hoeverre dit misluk het sodat daar nie in die rondte gedraai word met 'n projek nie. In die notule was dit so aangeteken, daar was 'n regterkantse kolom waar die progressie en die man se inset duidelik genotuleer was. Op die manier is verseker deur mev Bosman dat elke man sy gewig getrek het, en nie net 'n meeloper was in die vergadering nie. ADE het dit vrywillig gedoen. Uit eie beweging. Hulle het gevoel omdat hulle die grootste fabriek is, hulle iets groots kan doen vir die gemeenskap van Atlantis, en hulle het hier begin omdat ons volgens hulle peiling die mees hulpbehoewende skool in die area was.

En nou, die projekte sou deur die skool onderwysers voorgestel word en hulle sou dit ko-ordineer maar hulle wou begin met die Pre-Primêr en bou van onder af; soos 'n mens kan verstaan dan kan jy beter die groei waarneem. En volg die kind van die Pre-Primêr na Graad 1, Graad 2 en verder op tot by standaard Vyf. Daar moet dan 'n jaarlikse verslag ingedien word, hoe kinders verbeter het met die beter hulpmiddele wat die firma verskaf het, beter speelgeriewe wat hulle verskaf het, hoe al daardie dinge die kind se.....die leersituasie beïnvloed het om van hulle beter leerders te maak.

0445. **Sedeman:** Dan het juffrou Bosman ook gehelp met.....hulle het 'n bussie tot ons beskikking gestel by tye om ons op uitstappies te neem, en dan ook om die leerlinge bloot te stel aan musiek geleenthede. Byvoorbeeld ons het gegaan na die Nico

Malan, hulle het gegaan na die stadsaal in die stad op 'n Sondagaand byvoorbeeld. En dan het sy ook gehelp met die aankoop van instrumente omdat die instrumente so bitter duur is.

0454. Humphries: Miskien net iets aan vul daar meneer. Ons is op die oomblik, feitlik by alle skole in Atlantis besig met 'n projek met ADE. Vir elke skool 'n R1000 beskikbaar gestel en met hierdie bedrag moet ons dan werk by elke skool. Die skool wat dan aan die einde van die dag die grootste bedrag ingesamel het, sal dan nog 'n R1000 kry. En die een wat die beste idee gehad het vir die insamelingpoging, sal ook 'n prys kry.

A3.

0464. Lesch: AL die skole van Atlantis het gedurig gekom met pleidooie vir fondse. En die fabriek was oorval met velerlei van uit alle oorde om finansieel by te dra. Later, soos u self weet is die Industrial Benefit Fund gestig om hierdie proses te koördineer sodat alle skole op 'n gelyke basis kan voordeel trek uit die gunste en uit die finansies van die fabriek. Mens moet net in rekening hou dat al die nyweraars was nie ten gunste van die Industrial Benefit Fund en het nie ledebydraes gelewer nie, tot vandag toe nie. ADE het nogtans gevoel dat hulle meer wil doen en op 'n stadium het ek as sekretaris van die Hoofde vereniging van Atlantis 'n brief opgestel en en o.a. gevra dat 'n fabriek 'n skool moet aanneem. Dit was eintlik die geboorte van die beleid dat fabriek skole aannneem. ADE was die enigste en eerste instansie wat ag gegee het op daardie pleidooi, en u dra self kennis van daardie opdrag. Vir 1995 het die fabriek self inisiatief geneem om skole te adapteer, en op die oomblik is Rotex toegeken aan Berzelia... Rotex. Hierdeur dat alle ander skole ook deur 'n fabriek aangeneem is maar hierdie soort van interaksie, Rotex met Berzelia skiet ver te kort. Dit is nie vergelykbaar met ADE se bemoeienis nie. Omrede alle fabriekswerkers sien nog nie die noodsaaklikheid in van die verbintenis met 'n skool nie en dat hulle moet belangstel in die behoeftes van skole nie. 'n Mens.....ek loop nou maar vër voor, die Departement moet maar seker uitkom met hul beoogde bestuurstyl van skole in die toekoms, sodat die mense kan besef dat hulle sal uiteindelik verantwoordelik wees vir die finansiering van skole. Hulle moet dit eers besef dan sal daar nie onwilligheid wees nie, maar op die oomblik is dit 'n geval ons wil graag help maar ons voel nie gedwonge nie.

0512. Jacques May: Op die punt van Rotex....ek sal seker nou die onderhoud 'n bietjie vooruitloop, met die probleme.....veral daar waar meneer nou sê dat hulle ver te kort skiet by ADE.... dink ek die probleem is dat by ADE was..... sal ek maar sê die Topbestuur....is meer betrokke, waar daar by Rotex is dit maar net die werkers self. Die Topbestuur het eintlik niks te doen, hulle is nie so betrokke nie. Die werkers is eintlik op hul eie oorgelaat om sake te reel.

0517. Charles Hector: Dit is eintlik die naam Rotex wat net

gebruik word maar die Bestuur wil eintlik niks te doen he met ons nie.

0518. Lesch: Dit is 'n belangrike punt. Die base vind dit moeilik om te voldoen aan hulle eise.

A4.

0528. Lesch: Miskien vir publisiteitsdoeleindes in die eerste plek, want met die oorspronklike voorstel van 'n adapteerde skool, was die idee geopper dat daar 'n groot advertensiebord op die skoolterrein moet opgerig word, so byvoorbeeld moes ADE se bord op ons terrein gestaan het, maar het ook nooit opgekom nie. Dit is as ek nog goed onthou hoe die brief bewoord was. Ons het dus nie die firma van ons kant goed genoeg verkoop nie, aan die publiek nie. hoewel ons kinders darem nou deur die produkte darem getoon het ons het baat gevind daarby.

0541. Vernon Lesch: Ja ons het wel wanneer ons die bus gehad het, waar die naam ADE op die bus verskyn het, het die mense altyd verneem hoeveel vra die bus, dan se ons die firma gee vir ons die bus verniet.

TAPE 2

INTERVIEW : ATLANTIS SECONDARY SCHOOL, Wednesday 11 Oct. 11h45
INFORMANT : Mr G.P. Van Schalkwyk (Sen. Deputy Principal)

A1.

0030. G.P.: [Samevattend:] ADE / Club Mykonos / Mother City Tours / Nu Metro Bioskoop / 3M / Eskom]

A2.

0075. G.P.:ADE meer langtermyn.....rekenaar wat hulle afgeskryf hetbetrokkenheid by sport..... 3M.....meer oudiovisuele apparaat.....Eskom.....direkte finansiële aard waar hulle dan betrokke raak by projekte vir leerkrag ontwikkeling. Privaatsektore in Kaapstad meer korttermyn betrokkenheid.....Mej Atlantis Kompetisie....net pryse geborg het.

0087. G.P.: ADE link het n spin-off in die sin dat die werkers is meer sensitief ingestel m.b.t. tot ons skool..... meer bereid om saam te werk. Bestuurskader is meer oop...ons kry makliker toegang tot die bestuur van ADE. Dieslefde geld vir 3M en dieselfde geld vir Eskom.

0117. G.P.: Die groot motivering vir hierdie aksies is seker maar n suiwere ekonomiese of finansiële oorweging. Die skool het eenvoudig net nie die geld om baie van die projekte aan te pak nie.....Miskien moet ek byvoeg, ons skool is ook, nie net die skool self nie maar die leerkragte is ook betrokke by ander projekte buite die skool waar ons of van ons leerkragte, spesifiek ek en mnr Marthinussen waar ons betrokke is dan nou met interaksie met die privaatsektor. Ek self is in n groter mate betrokke vanweë my verbintenis met die Onderwysersunie. En dan het ons wat wiskunde aan betref n organisasie bekend as **AMESA (The Association for Mathematics Education of South Africa)** n vereniging van wiskunde onderwysers waar ons dan nou wiskunde leerkragte weer oplei om die nuwe sillabusse te hanteer. Die staat het net nie die geld om dit te doen nie.

0148. G.P.: Meneer, uit ons gesprekke met die Besighede het ek die vraag pertinent aan hulle gestel en die antwoorde wat ek van hulle kon kry, wasEskom het bv. aan my gesê hulle spandeer duisende rande vir heropleiding van leerlinge wat uit die skool uit kom, gematrikuleerd is en dan nie geskik is vir werk nie. En hulle voel as hulle betrokke raak by die skool en by opleiding op skoolvlak, dan kan hulle n inset lewer t.o.v. doelgerigte opleiding van leerkragte vir hulle doeleindes. En sodoende kan hulle op die langtermyn fondse kan bespaar indien hulle betrokke raak by skole. Aan die anderkant.....kan die privaatsektor die belegging wat hulle maak in skole afskryf teenoor hulle belasting, en ek reken..... dit is vir hulle die bottom line.... die mileage wat hulle kan kry word gemeet in rand en sente. Ons ondervinding is ook as die privaatsektor betrokke raak by skole dan hulle groot vereiste is net dat hulle wil media-dekking he oor hulle betrokkenheid sodat hulle het ook beleggers in hul maatskappye en dan kan die beleggers sien hulle het sosiale verantwoordelikhedsprogramme aan die gang.

TAPE 1

INTERVIEW : ROBINVALE SECONDARY, Wednesday 11 Oct. 09h10
INFORMANT : Mr Pick (Deputy Principal)

A1.

0030. Pick:daar is n inisiatief van twee nyweraars in Atlantis.....die verhouding (tussen hulle en ons) is so swak dat ek nie eers uit die vuur vir u kan sê wat hul name is nie.

A2.

0048. Pick:ons het verneem van die voognyweraar wat ons het. Aanvanklik het ons gedink dat die inisiatief van die nyweraar sou kom, m.a.w. die werkgewers die bydrae of betrokke sou raak by die skool, by projekte en finansiering, borgskappe en so aan. Ons het toe uitgevind dat dit die inisiatief was van die vakbonde, en dat die werknemers betrokke is by hierdie projekte. Ons het n afvaardiging gekry van een fabriek wat ons voog is van die werkers en hulle het gese dat hulle nie met geld na ons skool toe kom nie, maar dat hulle wel betrokke wil raak by projekte. Hulle het ons gevra om n prioriteitslys saam te stel wat die behoefte by die skool is, waarmee hulle kan help en tot dusver werk ons aan n lys wat ons beskikbaar gaan stel die inisiatief is egter in sy beginfase.

A3.

0082. Pick: we never initiated it from the school...it was something discussed by.....Trade Unions....by some organisation Economic Forum or the Atlantis Development Forum. It was something that came up and we thought we'll have some positive aspects...for our school, and we thought that we should just slot in.

A4.

0097. Pick: Miskien moet ons kyk na Atlantis se geografiese ligging. Atlantis.....is n nywerheidsdorp en ek dink die skole het staat gemaak op die Besigheidsektor om hulle te help met baie projekte, en n mens kry die gevoel dat sekere nyweraars..... oorlaai was met versoeke van finansiële bystand van watter aard ook al en dat daar n besef gekom het dat ons moet probeer om die las eweredig te versprei oor die Besigheidsektor in Atlantis en dat die werkers besef het dat hulle ook n bydrae wil lewer omdat hulle kinders betrokke is by die skool en dat die las van die ouer kan verlig..... Soos ons dit huidiglik verstaan is die fabrieksbase niks te doen met die hele projek nie. Dit is totaal n inisiatief van die werkers,.... sien hoe hulle n bydrae kan lewer, want ek dink dit is ook n manier onder die werkers en baie mense wat van buite af kom en werk in Atlantis, dat van die werkers gevoel het dan kan hulle ook miskien met n bydrae van n R1.00 n week ook n bydrae lewer, omdat die las eweredig versprei word in die hele fabriek ongeag of jy in Atlantis woonagtig is of in die omgewing..... Ja, ek sou sê die fabrieksbase moet in n groter mate betrokke moet raakek sou sê ...hulle miskien saam met die werkers betrokke moet by projekte. Ek voel dat die werkgewers..... fabrieksbase al die fasiliteite het, hulle is finansiël sterker as die werkers en hulle kan ook aanspraak maak op belasting korting of wat ook al... miskien geld wat hulle vir promosie gebruik kan hulle miskien na die skole toe stuur en so dan bekend raak in Atlantis. Daar is n klomp fabriek wat onbekend is by die mense in Atlantis en niks finansiële bydraes lewer tot die opvoedkundige sektor in Atlantis nie.

0147. **Pick:** Ja, ek sou miskien so sê dat.... of die meeste van ons in Atlantis sien dit ook so dat hierdie nyweraars net na Atlantis kom om net ryk te word in Atlantis. Ons kan miskien teruggaan na die hele subsidie stelsel wat ingebring is gedurende die sewentiger jare waar nyweraars gelok is na Atlantis en n subsidie gegee is vir vyf tot tien jaar en hulle het geen empatie gehad met die sosio-ekonomiese toestande in Atlantis nie en ek dink n mens moet vir hulle bewus maak dat hulle het n verantwoordelikheid; hulle kan nie net kom ryk raak nie maar dat hulle het ook n sosio-ekonomiese bydrae moet lewer; en nie netvir hulle bewus maak nie, maar verplig om geld weer in die gemeenskap weer terug te stort.

TAPE 4

INTERVIEW : SAXONSEA SECONDARY SCHOOL, Wednesday, 18 Oct. 09h00
INFORMANT : Mr Dalvie (Head of Department)

A1

0022. **Dalvie:**verbintenis met die Polisie self; ek dink die meeste skole is betrokke by die projek.....maatskaplike probleme aan te spreek - suster Adams....in onderhandelinge betrokke met n Besigheid in Atlantis - Protea Cash en Carry....a.g.v. sport-aktiwiteite werk ons baie nou saam met die Atlantis Sport Beheerraad.

A2

0046. **Dalvie:**polisie...a.g.v. die sosio-ekonomiese probleme wat ons in Atlantis het, het ons baie Bende-bedrywighede in Atlantis self.....probleme van bendes by huise of naweke het uitgesprei na die skool toe.....baie insidente waarby ons leerlinge by hierdie bende bedrywighede betrokke by is, en dan probleme op die skool geskep het. Baie van ons leerlinge het al seer gekry. Die skole in Atlantis het kontak gemaak met die polisie, en die polisie het van hulle kant af die stelsel van polisiering by die skool begin instel waardeur hulle vir elke skool in Atlantis n polisieman toegeken het, wat ons kan kontak indien daar enige probleme is wat ons wil aanspreek, nie net bende-bedrywighede nie maar ook enige ander maatskaplike probleme.....die bydrae wat die polisie speel t.o.v. hierdie skool is redelik groot, hulle bring hulle kant.

0089. **Dalvie:**hier agter ons skool is 'n winkel en baie van ons leerlinge het tydens pouses die skoolterrein verlaat; en daar het 'n probleem ontstaan waar hulle by insidente betrokke was, en toe het ons begin met 'n snoepwinkel.....en Protea Cash en Carry het dit op hulle geneem om ons te voorsien van 'n yskas, indien ons by hulle koop, en 'n mikro-golfoond; dan het hulle ook vir ons van die beste pryse gegee wat ons kon kry in Atlantis. Hulle was oop vir ons as ons gevra het vir donasies.....en daardeur het ons 'n goeie besigheidsverhouding met Protea Cash

and Carry opgebou.

A3

0117. Dalvie:meneer sien op die oomblik is ons besig om kinders op te lei of onderwys te verskaf, maar aan die einde van die dag moet ons eintlik vir hulle voor berei vir die wêreld buite....as ons ons skool vat dan staan ons eintlik apart van die buite werêld af, m.a.w. ons is eintlik besig om kinders op te lei vir die buite werêld, maar daar is nie kontak met die buite wereld of met Besighede nie. Verbintenis met die buitewerêld of met Besighede of met ondernemings of fabrieke ...deur die kinders bloot te stel aan sulke aktiwiteite kan ons miskien die kinders beter op lei vir die toekoms buite. As 'n mens kyk na die huidige opset by die skole dan verlaat baie van ons kinders die skole a.g.v. die feit dat hulle nie akademies kan vorder nie, en baie van hierdie kinders is eintlik tegniese aangele, m.a.w. op die tegniese aspek of op tegniese veld sou hulle baie beter gevaar het. Indien ons in die toekoms en ek dink die RDP maak ook daarvoor voorsiening, 'n verbintenis kan kry tussen akademiese opleiding en tegniese opleiding dan sal die kinders baie beter voorberei word vir die werêld buite, en baie van hulle sal nie miskien die skool so vroeg verlaat nie, want dan is daar iets waarna hulle kan streef, en waarin hulle belangstel.

A4

0144. Dalvie: Die doel van Besighede is eintlik om die gemeenskap te bedien.....hulle maak in elk geval hulle geld uit die gemeenskap uit en dit is niks meer as reg as hulle hul winste weer terugploeg in die gemeenskap nie, m.a.w. om hulle beeld te verbeter en vir advertensie-doeleindes is dit ook vir hulle voordelig om meer by die gemeenskappe betrokke te raak.

INFORMANTS : Mr Conradie (Sen. Deputy Principal)
Mr Cupido (Deputy Principal)

A1,2&3

0481. Cupido:wat ons wel mee besig is is eintlik die kleiner groep entrepreneurskap wat ons nou probeer op die skool propageer, d.w.s. waar ons leerlinge op ekskursies uitstuur waar hulle dan nou kan kennis maak met die werklike werksituasie, daardeur ook 'n aanduiding kan kry wat werklik die eise buite is en dan ook natuurlik te kyk na die bree faset heel waarskynlik die beroepsveld wat die outjie eendag wil kies; dan kry hy ook die geleentheid om te kyk na sekere fisiese eienskappe van die werk, sekere intellektuele vereistes van die werk....

0510. Cupido:kyk, Atlantis is eintlik 'n nywerheidsdorp. Gaan ons dan nou na 'n plattelandse dorpie dan verander die

situasie....daarvoor se ek moet daar speling gelaat word sodat daar darem die reg tot keuse of die reg tot behoeftebepaling moet wees.

0527. Conradie:byvoorbeeld daar is Xhosa-klasse wat van buite af aangebied word om die leerlinge en die onderwysers te help, verl in die nuwe Suid-Afrika. Dan het ons natuurlik die noodhulp wat St. Johns kom aanbied die plaaslike Brandweerdienste ...kursusse wat hulle aanbied nooddienste - opgelei in terme van dit.....suster Adams en die sielkundige - wat natuurlik die skool baie help met die hantering van ernstige probleme. Hulle is besig huidiglik om 'n program op te stel om die onderwysers op te lei en te help in bv. stresshantering, veral die voorligting onderwysers.dan is daar ook ander maatskappye soos Sanlam en ander wat hul goed wil kom verkoop.

A4

0569. Conradie:ons bly in 'n arm gemeenskap en nou op die huidige en in die toekoms gaan die gemeenskap vir alles moet betaal by skole....ons sal in die toekoms baie op hulle moet staat maak....hulle kan nie eers die skoolgeld betaal nie....van daai oogpunt moet ons hulle help ... dit is waarom Besighede moet betrokke raak.

0581. Cupido:Besighede vandag meneer, begin alhoemeer beseef dat om jou Besigheid te laat floreer beteken dat jy uiteintlik die regte uitset van die skole af begin moet kry. Dit baat nie jy stoot 'n outjie in die veld wat nie voldoen aan die vereiste van die Besigheid nie.....Hulle wil betrokke raak, daardeur wil hulle vir skole sê: dit is die behoeftes; dit is die tekorte aan mannekrag; dit is wat ons wil hê - kom ons kyk of julle in ruil vir ons iets kan doen....dit gaan ook vir hom oor koste besparings en ander verwantedat as hy sy mannekrag plaaslik kan bekom.....van die skool af....dan is daar nie die tussentydse opleidingsprogramme of keuringsprogramme nie - dit is almal besparings.

TAPE 6

INTERVIEW : PROTEUS SECONDARY SCHOOL, Thursday 19 Oct. 13h45
INFORMANTS : Mr Engelbrecht (Principal) Mr Vermeulen (Sen. Deputy Principal)

A1&2

0028. Vermeulen: Firms met wie ons skool 'n verhouding het, is ADE omdat ons pas en draai leerlinge het en ESKOM omdat ons elektriesiteits leerlinge het.....

0036. Engelbrecht: ...ja, ja, omdat hulle sorg dat die kinders wat daai vakke gedoen het.... dat hulle baie goue werk kry, verstaan u... in daai opsig is daar nogal 'n goeie verhouding tussen ons en die twee firmas waarna mnr Vermeulen verwys het.

0043. Vermeulen: Dan reël die firmas en ons onderwysers dat ons tegniese leerlinge prakties gaan kyk watter tipe werk hulle kan gaan doen in die fabriek. Hulle stel busse beskikbaar om die kinders te kom haal en elke jaar het ons al die klasse wat daai vakke doen het dan so 'n ekskursie na Koeberg veral en Eskom se ander aktiwiteite.....dit is oop vir alle tegniese leerlinge. So die tegniese onderwysers of die vakvoog daar reël net watter klas watter dae gaan en watter periodes.

0071. Engelbrecht: ADE noem dit die "engineering insight"... sodat die kinders net voordat hulle die skool verlaat insig kry in wat.... wat op die vloer van ADE aangaan.....dit was so 'n vier weke lange besoek wat ons kinders op gegaan het, toe het uhhh.... 'n mens kon nogal sien dat dit was nogal 'n soort van motivering vir die kinders.....so vanaf half drie tot vyfuur.hulle het die busse vir ons self gegee, ons het nie 'n sent daarvoor betaal nie en hulle het die kinders self by hul huise gaan aflaai....dit was net 'n toer deur die fabriek, van A tot Z se maar....kyk, dit het gegaan, ek kan nog onthou, oor die maak van 'n kandelaar, vanaf die grafiese voorstelling daarvan tot daar waar hy uit die masjien uitkom.

A3

0100. Engelbrecht: Hierdie ding wat ons met ADE het, was 'n ADE-inisiatief gewees....en ek vertrou dat ons dit volgende jaar weer sal doen....dit is net besigtiging.....nee, hulle (die akademiese kinders) word vreeslik baie afgeskeep. Kyk daai storie van ADE het nogal vir my gese 'n man moet voortgaan en die ander fabriek nader om te kyk of hulle nie soortgelyke projekte kan doen nie, verstaan jy, want behalwe..die kind leer nie net die fabriekswese ken nie, hy leer ook die omstandighede waarin sy ouer werk...en hier is tog baie fabriek in Atlantis, 'n man kan dit doen.

0134. Vermeulen:oor die jare het ons Handelsleerlinge, die Tikleerlinge het goeie jobs gekry in die banke seker maar omdat ons vir Basil hier gehad hethy het baie meer skakeling gedoen.

A3

0154. Engelbrecht: Nee, die was 'n behoefte gewees ek meen 'n definitiewe behoefte. 'n Mens wens dit kan deel van diegewone skoolprogram word, maar dit is ietwat bietjie moeilik. Daarom moet fabriek van buitekant kom met vervoer of wat ook al om ons te help..... Kyk, die kinders het agterna gese hoe belangrik die "insight" vir hulle was en ook dat hulle toe op die vloer kon sien kinders wat ook by die skool was...ons het darem vir hulle uitgewys daai man is van Proteus.....ens. Dit het

mos die kinders gemotiveer....hy aspireer ook nou om daar werk te kry of daardie tipe werk te kry.....Ek weet nie of dit verder kan ontwikkel nie, wat ADE betref nie, want dit is die beste wat hulle vir ons kon aanbied. Hulle begin met 'n gesels met die kinders dan sê hulle vir die kinders hoe belangrik die tegniese se maar nou die kwalifikasies vroeër vir hulle gaan wees; hulle wys vir die kinders hoe vêr die Technikon en Universiteite kan beweeg. Nou daardie Voorligting geselsie was al klaar goed.....daar het toe van die kinders toe besef dat as ek 'n graad het in se maar enige engineering dan kan ek daai tipe werk doen by ADE terwyl ek net 'n tegniese diploma het, kan ek net sovêr gaan....maar belangrik het ADE ook vir hulle gewys dat daar is niemand eintlik hoër as die ander een op die vloer nie, elkeen skakel in en pas in.....

0200. Engelbrecht: [Op 'n vraag of hulle sal toelaat dat iemand van buite kom om hierdie "engineering insight"-inisiatief verder te ontwikkel]Definitief, veral as dit, soos dit gedoen was op die manier alles was gereël om na skool te gebeur...ek meen toe kan 'n mens dit mos akkomodeer. Die kinders was maar net vir drie ure blootgestel. As dit uitgebrei kan word, kan dit uitgebrei word dat hierdie tipe ding, dat ure daarvan vermeerder word, verstaan..dit was in Maart en ons is nou al in November. Hy het wel die motivering gekry.

0209. Vermeulen:fase 1 kon hulle miskien gedoen het op 'n sekere dag...en later kan hulle fase 2.

A4

0222. Vermeulen: ...hoofsaaklik as gevolg van die druk in die huidige politieke opset waar hulle gedwing was om te kom, want in die verlede het hulle heeltemal apaties gestaan. Die HOP speel definitief 'n rol hier. Kyk toe ons begin het.....dit is eers nadat die manne in die gemeenskap druk uitgeoefen het dat hulle na die skole toe gekom het.

0241. Engelbrecht: Ja.....alhoewel wat die projek betref, is hulle baie beskeie.....daar is baie min reklame gemaak - ek weet nie eers of daar gemaak was nie. Dit was amper asof hulle 'n guns wou doen vir die tegniese kinders.

TAPE 7...Side 2

INTERVIEW : SAXONSEA PRIMARY SCHOOL, Friday 20 Oct. 09h00
INFORMANTS : Mr Klasen (Sen. Deputy Principal) & Mr Barker (Head of Department)

A1, 2, 3&4

0946. Barker: Instansies betrokke by die skool.....

....Desirees..... inisiatief het van hulle kant af gekom want hulle val onder die Beheerliggaam SACTWU...en hulle het vir ons genader oor hoe voel ons oor die feit dat hulle vir ons skool as 'n voog,... hulle vir ons voog kan staan....ons het dit eintlik verwelkom en hulle het eintlik vir ons uitgespel hoekom hulle vir ons wil bystaan..omrede dat hulle voel dat hulle kinders gaan hier by ons skool, en juis omdat hulle kinders hier skool gaan is dit die verantwoordelikheid voel hulle dat die fabriek self iets aan die saak moet doen om bv. die skoolfondse te sterk.... en daarom het hulle in die begin van verlede jaar ...'n projek gehad om voedsel vir die behoeftige kinders by die skool voorsien het. Desirees....is eintlik die fabriek wat baie nou saamwerk met ons. 23M-sports is 'n bietjie.....hulle is nie eintlik so baie nou saam met ons nie.....ek weet nie of daar 'n probleem is met die werkgewer....maar die verhouding tussen ons en Desirees is baie goed.....die ouers van die kinders wat eintlik die [kos] pakkies ontvang het, was eintlik in tranes gewees, dankie-sê briefies gestuur om aan SACTWU dankie te se.

0975. Klasen: ..is die samewerking baie goed, veral van hulle kant af en in 'n minder mate van ons kant af, as 'n man in ag neem dat al die ouers by daardie fabriek het nie kinders by ons skool nie en van hulle organiseerders se kant af was daar nog nooit probleme indien hulle iets vir ons wou skenk of wou gee nie, dat die fabriekswerkers gese het dat my kind gaan nie daar skool nie.....by Desiree Quilted, die organiseerder daar is Elsie Thomas en sy is ook verbonde aan SACTWU. Sy is eintlik die persoonons verbintenis aan die gang hou.

[Opsommenderwys: Ander verbintenisse (albei)] V GK - Wesfleur Gemeente / Desiree was ook by ander projekte betrokke soos die maak van ons skoolvlag - geld geskenk; R1000 plus 'n wisseltrofee vir Mej Saxon Sea sonder dat daarvoor gevra is.

1022. Klasen: Al probleem wat ons nou eintlik mee sit is nog steeds wat is daar wat ons vir hulle kan bied byvoorbeeld van die skool se kant af. Hulle ooreenkoms met ons is natuurlik ook dat hulle niks van ons af wil hê nie, dit is hulle bydrae aan die skool.

1026. Barker: ...hulle het wel toe hulle hul Miss Desirees gehou het - Miss Spring Queen gekies het, toe het hulle vir ons genader....ons voel ook om iets te doen, omdat ons net aan die ontvangkant is.

1049. Klasen: ...ek sien dit in die lig dat die nuwe gees wat in die land aan die posvat is van die peoples-driven process, en baie van die werkers het mos dan kinders by ons en baie van hulle is mos in die vakbonde in ...en die terugvoering wat hulle van die vakbonde af kry lei mos duidelik dat die hele proses moet peoples-driven wees en ek dink dit kom daarvandaan. Kyk, Elsie Thomas is 'n ouer hier by ons, sy het 'n st. vyf dogter en sy is 'n shop steward. Ek glo soos ons vir haar baie respek het, het die werkers ook vir haar baie respek. En ek dink die inisiatief kom eintlik van haar kant af, dat die werkers iets moet doen vir

hulle kinders by die skool.

[Oor die betrokkenheid van die fabrieksbase self]ons het nog met hulle so daaroor gesê nie, maar volgens hulle het die fabrieksbase hul samewerking gegee.....ek het bv. gesien dat een van die skenkings wat hulle vir ons gegee het, was daar 'n, behalwe die kontant wat gekom het van die werkers af, was daar 'n tjek van die bestuurders af van die fabriek..... So dit lyk nie net of die werkers 'n bydrae lewer nie, maar hulle kry dit ook jaarliks van die bestuurders af.

1069. Barker: Wat vir my ook opvallend was, ek het die ...bestuurder van Desirees ontmoet..... en hy is 'n baie gemoedlike soort man en hy het ook gese hy is nogals bly dat hulle fabriek in so 'n geval ons kan bystaan deur te help waar ons dit nodig het.... ek kan eintlik se daar is 'n baie goeie verhouding tussen hom en Elsie-hulle.

TAPE 5...Side 1

INTERVIEW : WESFLEUR PRIMARY SCHOOL, Thursday 19 Oct. 11h15
INFORMANTS : Mr Stalmeester (HoD), Mr Branders, Mr Dhlamini.

A1

0616. Stalmeester:destyds het 3M by die mond van mnr Ron Peffers die skool genader om te kyk in watter opsig hulle die skool van diens kan wees, bv. indiensopleiding met die gebruik van onderwyserhulpmiddels soos die oorhoofse projektor, hoe om transpirante voor te berei en hulle het dan ook vir die skool heelwat oorhoofse projektors....

0622. Branders: Ja, daar was 'n tyd wat hulle ook kameras gegee het, oorhoofse projektors, kameras en transpirante en dan was hulle nog betrokke ook by sport - buitemuurs, hulle het vir ons 'n kolfblad aangele en ook so 'n paar krieket apparaat geskenk.

0627. Stalmeester: Ek dink die doel van hul betrokkenheid by die skool was nie om uit ons iets te kry nie maar te kyk in hoe 'n mate hulle kan terug ploeg wat hulle..se deur die gemeenskap bekom het.....Hulle het ons skool aangeneem. Die vennootskap bestaan nou nie meer nie. Hulle het vertrek, hulle is nou iewers by Khayelitsa....ek dink by een van die swart skole.

0635. Dhlamini: Huidiglik het ons vir Vrede Textiles wat ons aanneemvoog is. Dan is daar nog 'n ander fabriek van wie ons nog niks gehoor het nie; ons het verneem dat die fabriek het mos skole aangeneem...net tot dusver het Vrede Textiles na vore gekom.....die ander fabriek het nog nie na vore gekom nie. Ek dink dit was 'n forum wat hulle gestig het waar al die Besighede bymekaar gekom het en self besluit hulle gaan nou skole dan nou aanneem, dit het nie van ons kant af gekom nie.

0647. Branders: Die feit dat ons nou vir Vrede Textiles het of hulle vir ons...dat uhm ..Wesfleur Primer was die eerste skool,

en soos ek dit verstaan was dit een van die eerste fabrieke hier in Atlantis.

0651. Stalmeester: Die Industrialist Benefit Fund.....hulle is nou nie direk met individuele skole betrokke nie maar dit is 'n soort van 'n gemeenskaplike befondsing wat hulle daar het wat skole ook kan 'n voordeel uittrek, dat hulle 'n sekere bedrag per jaar vir die skole in Atlantis gee.

A2

0666. Stalmeester:op die oomblik is sy (mev Haywood) en haar man .. hulle is buite Atlantis en hulle is eintlik met 'n gesondheidsprojek in Atlantis besig waar hulle graag vir ons, vir ouers, vir die kinders en die onderwysers deur lesings ons attent maak daarop dat die kinders het addisionele voeding bv. nodig. Hierdie gesondheidsprodukte wat die skool of die kinders deur die skool koop, ons kry 15% van die profyte wat gemaak word, word terug na die skool toe gebring met die idee om daardie geldjies wat ons ontvang om 'n fonds daar te stig om uiteindelik 'n dak oor die vierkant wat ons hier het, aan te bring.

0679. Dhlamini: ...is maar nou vir die afgelope paar... drie maande of twee maande dat ons nou in hierdie projek ingaan, uhm.. die verkoop van hierdie gesondheidsprodukte en die projek wat ons nou wil... om die vierkant mee toe te maak...deur mev Haywood gaan sy met ander Besighede waarmee sy ook in kontak is, ook in die Atlantis area...met daardie fabrieke saam, gaan ons beoog om die vierkant toe te maak....sy gaan 'n fasiliterende rol speel.

0688. Branders: Ek wil dit net noem dat Vrede Textiles....sy het dit gedoen omdat sy gehoor het Vrede Textiles het ons aangeneem en dat sy ken die eienaar van Vrede Textiles baie goed....in daai opsig is Vrede Textiles daarby betrokke en wat sy beplan is om 'n hele paar fabrieke te krywat dan die materiaal sal verskaf om die dak oor die vierkant te kry.

0700. Dhlamini: Ons sien dit so dat dit miskien 'n eenjarige "partnership" sal wees in die sin dat volgende jaar kry ons nou weer 'n ander fabriek wat ons voog gaan wees.....ons het baie kort termyn beplannings....die toemaak van die vierkant is een van sulke kort termyn projekte.....Die ander storie is dat ADE het mos die gesamentlike....vir al die skole die R1000 projek.. 'n tipe woeker fonds om te kyk hoe ons daarop kon verbeter.

A3&4

0716. Dhlamini: Ek sal nie se dat dit is die skole wat uitreik nie; die aanvraag was oor die jare daar..skole het daai begeerte gehad om ...soort van verhoudings met besighede ...aan te knoopwas meer..... om hulp te wou gehad het....hulle het meer geld gesoek. Die inisiatief het vir die afgelope jare of wat meer van die fabrieke se kant gekom; ek dink dit is lyn met die HOP waar hulle self die hef in hul eie hand wil neem en dan self verantwoordelik wees vir woonbuurtes in hulle omgewing...ook die klem in die opvoeding is meer verskuif na vaardighede toe, wat mens kan gebruik in die Besighede wat rondom jou is i.p.v. net

..in die verlede van ons agtergeblewe gemeenskappe manne wat suiwer met boeke gaan sit of met 'n pen gaan sit en geen vaardigheid het om met die hande te werk nie. Die fabriek wil in daai rigting so uitreik na ons toe.

0766. Stalmeester: Ek dink daar is sekere fabriek, ek dink Van Leer is een hulle wat onder die Sullivan Code - ek dink dit is 'n Amerikaanse stelsel - waar fabriek verplig word om 'n sekere persentasie van hulle profyte t'rug te ploeg in die gemeenskap, en ek dink baie Besighede wil liever help in die sin dat hulle hul naam gekoppel wil he aan 'n projek as wat hulle kontant geld gee....ja, kyk baie van ons se chreches wat in Atlantis is bv. of die Pre Primere skole is wat deur fabriek, Besighede daar gestel is, .. hulle het bv. die fasiliteit, die gebou daar gesit en hulle betaal miskien die mense wat daar werk.....

B. KNOWLEDGE AND UNDERSTANDING OF KBPs

INTERVIEW : PROTEA PARK PRIMARY, Teusday 17 Oct. 11h30
INFORMANTS : Mr Q Newman(Principal), Ms Johannessin, Ms
Hoffmeester (Sen.HoD), Ms Werner

TAPE 2...Side B

B1.

0609. Newman: Ek dink as daar kommunikasie tussen die Besighede en die skool is dan sal die skool weet wat die behoefte is van die fabriek en die fabriek sal ook weet, agterkom wat die agtergrond is van die mense wat later dan die fabriekswerkers mag word. En dink ek dat as jy dan daardie nouer samewerking het dan kan die een 'n invloed he op die ander, sodat jy aan albei se doelwitte aan die einde van die dag kan werk.

Sake-ondernemings het normalweg ook kontakte ten opsigte van ander items wat 'n skool benodig. So sal hulle ook deur middel van hulle skakeling kan help om vir die skool, om jou goed op 'n baie goedkoper wyse, of miskien selfs verniet te kan kry. So as 'n man daardie tipe van bronne kan deel, jy weet, kontakte en so meer, dan sal 'n man 'n ver pad kan loop.

B2.

0628. Newman: Wel 'n Skool kan 'n sake-onderneming 'n gebalanseerde werker aanbied, 'n stabiele werker en hy kan ook vir die fabriek aanbied 'n werker met 'n positiewe ingesteldheid, 'n gees van produktiwiteit, om produksie te lewer, jy weet. As ons al daai tipe van kultuur kan vestig op die skool al. Ons kan ook 'n invloed he op die ouer juis omdat die ouer nou nader aan die skool begin beweeg, kan ons ook d.m.v. die opvoeding wat ons aan die kinders gee en die invloed wat ons op die ouers het ook 'n tipe van kultuur vestig om vir die ouer te laat deurskemer dat dit is die tipe werker wat die fabriek graag verlang. 'n Ding wat nou belangrik raak, is, dat, kyk ons probeer die ouer eienaarskap gee oor die skool. So as die ouer nou voel hy het eienaarskap en hy het seggenskap en deelnemende besluitneming op jou skoolvlak en daai kultuur kan oorgedra word na die fabriek dan kan die fabriek baie baat daarby.

B3.

0651. Werner: Ek dink ek sal se dit is belangrik. Die onderwys is op die oomblik so rigid. Die kind maak nie eintlik kennis met die buite wereld nie. Ek meen as jy kyk na die skool verlatingsyfer. Dit is so hoog. As kinders eers uit die skool uit is besef hulle eers hoe moeilik dit is om weer terug te gaan om te studeer. Ek voel dit is belangrik dat die Industrie ook by die skoolkurrikulum ingesluit moet word; die verskillende werke

en dat kinders uit die staanspoor die verwante vakke moet he vir 'n sekere rigting en so aan. Ek sal se dat Industrie moet betrokke raak want as jy vat in Atlantis is daar baie fabrieke maar hoeveel van ons of hoeveel van die kinders is bewus van wat daar rerig daar gemaak word. So ek dink die fabrieke in daai streek sal van toepassing wees op daai skole.

[Die gevoel van ouers en onderwysowerheid] Ek kan nie sien dat dit 'n probleem is nie. Dit gaan oor waarmee die kind gaan kennis maak. Ek voel nie dat daar enige, ek kan nie sien dat daar kapsie behoort te kom van ouers af nie.

INTERVIEW : BERZELIA PRIMARY, Tuesday 17 Oct. 09h45.

INFORMANTS : Mr Lesch (Principal), Mr V Lesch (Deputy), Mr Sedeman, Mr Charles Hector, Mr Jacques May, Ms Humphries.

TAPE 3...Side B

B1&2

0548. Lesch: As ek nou... Dit sal nou oorvleuel met die herkurrikulering. Ek voel dat 'n spesifieke fabriek vir hom moet bemoei met 'n spesifieke skool. So moet die Tegniëse skool van Atlantis, Proteus verbind word met ADE, veral ADE omdat dit 'n sterk firma is en omdat dit gaan oor tegnologie in die vervaardigingsbedryf. Ek voel dat ADE mors hulle geld met 'n druppeltjie hier en 'n druppeltjie daar. Op die oomblik is hulle gemoeid met Protea Park Primer waar ek nie eintlik voordele in sien nie. Ons plaaslike Tegniëse skool ly noodgedwonge. Dit is net in naam 'n Tegniëse skool. Wat die masjinerie wat daar geïnstalleer is, betref, is daar baie vroe. Ek weet nie hoeveel mense in Atlantis daarvan bewus is hoe duur daardie skool toegerus is en hoe min daardie skool produksie lewer nie. Hy is huidiglik meer 'n akademiese skool as 'n tegniëse skool. Daar word te veel klem gele op akademiese aanleg. So sien baie mense nie die noodsaaklikheid dat 'n leerling wat toegelaat word tot Proteus Sekonder 60% in Wetenskap moet behaal. Ek weet nie hoe mens die kloutjie by die oor kry Wetenskap en Tegnologie nie. Wetenskap is vir my meer akademies. Wel Wiskunde. Hulle verwag ook dat die kind 60% moet die st. vyf leerling behaal in die eindeksamen om toegelaat te word tot die Tegniëse skool. Dit kan ek wel verstaan. Maar ook nie. ADE behoort daardie skool verder toe te rus met rekenaars. Daar is nie een rekenaar in daardie Tegniëse skool nie. Daarom bestaan hy nie vir my....hy kan nie vaar onder die vaandel van 'n tegniëse skool as daar nie 'n enkele rekenaar in die skool is nie. Die hele posisie van onderwysertoedeling daar moet ook aangespreek word. Daar is nie genoeg bekwame tegniëse onderwysers by daardie skool nie, veral in tegniëse tekeninge skiet die skool ver te kort, en vir 'n

industriële stad soos ons, behoort die rol van daai skool uitgebou te word deur 'n groot firma en ADE permanent as 'n bewaker van die tegniese opleiding by Proteus funksioneer, dan gaan hy 'n beduidende rol speel in ons werksituasie. Op die oomblik kan 'n mens beswaarlik sien wat gaan word, wat is die eindresultate. Ek voel dus sterk dat die Departement, sonder om die hoof en sy personeel te inkrimineer voel ek dat die hoofvereniging moet die saak met mnr Engelbrecht bespreek. Die rol en die funksie van die duur tegniese inrigting wat nie aan sy doel beantwoord nie.

0602. Sedeman: Ek dink die fabriek kan 'n meer belangrike rol speel as daar miskien meer gereeld besoeke van leerlinge by die fabriek plaasvind. As 'n man dan nou dink aan dat die kind op 'n vroeë stadium miskien al sy belangstelling geprikkel kan word dat hy stel miskien belang om in daai rigting te gaan. So, meer besoeke dus.

0634. Jacques May: Ja, ek dink spesifiek aan die Hoerskool leerling wie moet beplan in watter rigting hy moet inslaan.

0636. Humphries: Kan ek net iets byvoeg. Ek voel dat die Besighede kan meer beurse beskikbaar stel, vir veral die minder begaafde kind - die kind wat nie so akademies aangele is nie; so byvoorbeeld ons erken vaardighede en talente in die kinders vir sport en op kultuurgebied en dan beurse vir daai kinders aanbied om verder in daai rigting te studeer. Ja, die "slow learner" wat nie so akademies bright is nie..... interest and financial assistance must be given to them.

B3

0697. Lesch: Ja, kyk die groot leemte in ons is die gebrek aan voorligting onderwysers. [samevattend: Vanwee die akademiese aard van ons opvoeding was ons voorligting onderwysers nie tegnies opgelei om leerlinge rigting en leiding te gee nie; dus moet meer tegnies georiënteerde voorligting onderwysers in ons skole geplaas word.] Ons kinders word nie blootgestel aan toekomstige beroepe wat hulle moet gaan beoefen nie. Alles is vir hulle teoreties en n droom.

0743. Vernon Lesch: Sal dit dan nie beter wees as die kinders kan aansluit by iemand in die fabriek wie die kinders dan saam met die besoek aan die fabriek die kinders dan prakties kan demonstreer wat word hier gemaak, so werk die masjien. Ek wil aansluit by die skadu-kinders wat u netnou genoem het wat by die polisiestasie kom. Hy leer daar nou, hy is in standerd sewe agt nou, hy leer hoe om n verklaring af te neem, hoe om die telefoon te beantwoord, hy leer alles daar. Hy sit net daar maar hy leer terwyl hy daar sit. Dieselfde kan die kinders by die fabriek ook gaan kyk, veral in die vakansie wanneer hulle niks te doen het nie.

0756. **Charles Hector:** Mense met sekere vakgebied in die fabriek moet terugkom na die skole toe om die kinders n bietjie meer te kom inlig oor werk of werksgeleenthede wat hulle kan uitrig by die fabriek.

0790. **Jacques May:** As n mens kyk na die ekonomiese omstandighede in Atlantis waar werkloosheid hoogty vier dink ek dit sal vir onderwysers n goeie ding wees deur kennis in die fabriek te gaan opdoen oor n sekere werk en weer terug kom by die kinders in die skole en hulle in te lig en die gemeenskap te betrek. Op so n manier kan n mens aan die einde van die dag probeer om die onderwyser en die fabriek en die gemeenskap betrokke te kry by die wereld van werk. Hy is nou meer ingelig oor die werk in die fabriek en hy kan nou op n beter vlak met die kind gesels in die klas. Ek dink dit sal n goeie ding wees.

TAPE 2...Side 1

INTERVIEW : ATLANTIS SECONDARY SCHOOL, Wednesday 11 Oct. 11h45
INFORMANT : Mr G.P. Van Schalkwyk (Sen. Deputy Principal)

B1

0187. **G.P.:** Besighede het baie te bied aan skole. Eerstens geld. Besighede genereer geld..... en geld is eintlik die ding waar oor alles gaan. As n skool geld in die hande kan kry uit die Besigheid uit dan kan hy alternatiewe programme loods. Aan die anderkant kan n vennootskap tussen n skool en n Besigheid lei tot n wedersydse begrip vir mekaar. Die skool se program se doelstellings is nie noodwendig dieselde as die beginsels wat geld vir die Besigheid nie en ek reken omdat die skool die mannekrag lewer wat in die Besigheid in moet gaan is dit net sinvol dat Besighede en skole moet saam hande vat vir opleiding sodat as die twee vennootskap vorm kan hulle dit meer sinchroniseer die opleiding wat by die skool plaasvind en dit wat in die Besigheidsektor verlang word.

B2

0208. **G.P.:** Aan die anderkant kan die skool aan die Besigheid rowwe.....ru-materiaal verskaf.vennootskap.....as hy mannekrag benodig dan kan die Besigheid reeds vooraf sien watter materiaal is op pad na die privaatsektor toe en dan kan hy help om daai materiaal te slyp. As ons praat van materiaal praat ons in terme van mannekrag.

0223. G.P.: Dit is baie beslis wenslik dat die privaatsektor onderwysers moet help.....werkgewers....moet help met die opleiding van jong mense..... In die lig van die agterstande in die land is dit net nie moontlik vir die staat om alleen te gaan kyk na die herstrukturering van die onderwys nie en dat die privaatsektor definitief moet ingryp. Ek reken by die ouers is daar ook n ontwakening van hierdie sentiment.....die privaatsektor self is bereid om verantwoordelikheid te aanvaar en in vennootskap met die staat te gaan vir opleiding. Die staat begin ten gunste daarvan te raak, lyk dit vir my. Dit is ons ervaring by die AMESA privaatsektor-inisiatief dat op 14 Mei het Dr Knoetze van die Wes-Kaap se Onderwysdepartement, het hy in beginsel so n vennootskap tussen die wiskunde onderwysers en die privaatsektor goedgekeur. En ons ondervinding was dat toe ons die privaatsektor genader het, was hulle heeltemal genee om finansieel te help....ek kan vir u noem dat ENGEN het n R100 000 beskikbaar gestel vir die opleiding van standerd vyf tot sewe leerkragte - ESKOM het R112 000 beskikbaar gestel en met ons gesprekke met Eskom het Eskom gese hulle benodig wiskunde leerkragte om hulle mannekragte op te lei. Hulle benodig die mense wat opgelei is om te kom tot by Eskom en dan hule Human Resource officers.....te help met die interpretasie van die nuwe leerplanne.....hule is ten gunste van "Teachers secondment".. daar is intussen onderhandeling tussen onderwysersunie en die staat aan die gang om te kyk na die sekondering van leerkragte nie net binne die staatsdiens nie maar ook na die privaatsektor.

TAPE 1...Side 1

INTERVIEW : ROBINVALE SECONDARY SCHOOL, Wednesday 11 Oct. 09h10
INFORMANT : Mr Pick (Deputy Principal)

B1

0164. Pick: Mnr Cicero, ek dink dit is n baie baie moeilike vraagEk voel n mens moet stil sit met die nyweraars, met die Besigheidslui en dan met hulle gesels oor hoe hulle sien hoe hulle n bydrae kan lewer.....ons se rol moet wees dat ons vir hulle moet se.....kyk hier, ons is die mense wat julle ondersteun, ons is die mense wat die werk verskaf, ons is die mense wat julle produkte koop. Ons voel julle het n verpligting teenoor ons, en hoe kan julle ons assisteer.....en dan saam met hulle besluit wat behoort gedoen te word. Maar ek voel ook dit is belangrik dat die lading eweredig versprei word, dat almal moet beseef dat hulle moet n bydrae lewer en nie net die bekendes nie.

B2

0189. Pick: Miskien sal ek nie so se nie...uhmm.. 'n Mens sou n situasie in Atlantis wou gehad het waar ons in Atlantis tot n groot mate verhoudings sodanig aangeknoop het met die nyweraars

of met die Besigheidslui dat hulle voorkeur sou gee vir ons kinders wat uit....ons skole verlaat. Dit gaan net afhang van hoe goed die verhouding gaan wees tussen die onderwyslui en die besigheidslui. Maar ek dink ons moet in daai rigting beweeg.....kom ons probeer die werkloosheid beveg in Atlantis; kom ons probeer om werk te skep vir ons se kinders. Ek dink byvoorbeeld aan n situasie waar onsvir die fabrieke se.....kom ons verskaf vakansie werk aan ons leerlinge; kom ons gee hulle die nodige geleentheid om blootstelling te kry sodat hulle ook wanneer hulle klaar is die nodige opleiding kry in sekerevaardighede (skills) waarmee hulle in die werk in kan stap.

B3

0207. Pick: Ek dink dit is baie belangrik....veral oor die verandering wat in ons samelewing plaasvind.....dink ek daar is n behoefte.....dat alle onderwysers weer indiensopleiding moet deurgaen.....daar is n klem verskuiwing in die benadering. Ons weet dat baie van ons in die agtergeblewe gemeenskap was opgelei om werkersof ogeskoolde of halfgeskoolde werkers te word. Maar ons moet begin beklemtoon dat ons ons se kinders moet lei om geskoolde werkers te word en dat hulle moet beseef dat ons ook die klem moet verskuif...dat ons ook die kinders moet oplei om werknemers te word....hulle moet fabrieksbase word en daai tipe vaardighede moet aanleer.....fabrieke moet help om indiensopleiding vir onderwysers te fasiliteer....miskien vir ons moet help met n sentrale bronesentrum vir alle skole in Atlantis en omgewing en miskien ook help om beurse beskikbaar te stel aan ons leerlinge.

0235. Pick:as ek miskien net dink aan die sny van die begroting van Provinsies....veral die Wes-Kaapse Onderwysdepartement se begroting wat gesny was.....ek dink die Departement sal dit verwelkom indien nyweraars en die privatesektor meer betrokke raak by skole wat finansiering betref. Ek dink hier sal al die belange groepe weer moet gesels en probeer omwaar ons sal moet kyk na kurrikulum en moet vra: word ons kinders markgerig opgelei by die skole en indien nie, tot hoe n mate gaan ons die nyweraar betrek om daai markgerigte opleiding miskienaan te moedig....te verbeter of te bevorder..ja.

0396. [at the end of tape]ek sal nie se daar is 'n negatiewe gesindheid nie....maar ek dink hoe die onderwysers op die oomblik die Besigheidspersoon sien, is net 'n persoon waarheen ons gaan vir borge en sodra ons die man sien as hy kan net geld verskaf aan die skool of hy kan net vir ons borg dan glo ek nie ons moet dink aan 'n verhouding met die Besigheidslui nie. Ons moet kyk hoe ons vir hulle kan bystaan en hoe en wat hulle vir ons kan beteken.....al sou dit beteken...dat die een Besigheidslui se vir jouek is bereid om vir jou elke week 'n persoon na die skool toe te stuur wat vir jou klasse kan gee

of na skool, maar ons moet nie meer die Besigheidspersoon daar buite sien as 'n persoon wat ons net kan gebruik om geld te kry nie, maar moet kyk hoe hy miskien op 'n ander manier die skool kan bystaan.

TAPE 4

INTERVIEW : SAXONSEA SECONDARY SCHOOL, Wednesday 18 Oct. 09h00
INFORMANT : Mr Dalvie (Head of Department)

B1

0164. Dalvie:besighede of 'n vennootskap tussen skole en buite besighede kan natuurlik net tot voordeel van 'n skool strek, omdat....die skool bestaan nie in 'n vakuum nie en die leerlinge kan nie in 'n vakuum opgelei word nie.....om hulle (kinders) groot te maak vir 'n wereld buite moet ons hulle bloot stel daaraan.

0187. Dalvie:ADE gee byvoorbeeld beurse vir kinders wat baie goed vaar op die skool.....elke fabriek in Atlantis het 'n skool gekry wat hy eintlik onder sy sorg moet neem....die verbintenis tussen hulle en ADE is baie groter omdat hulle op die oomblik 'n Tegniese Instituut is waar studente voorberei word vir werk wat moontlik deur ADE gedoen word. En skole op hierdie oomblik - ons skool byvoorbeeld is nie 'n tegniese skool nie en ons leerlinge as hulle by ADE gaan werk dan moet hulle van onder begin m.a.w. hulle is nie alreeds op 'n vlak van N1 en N2 of N3 wat hulle tot voordeel van die maatskappy gebring kon word nie.

B2

0221. Dalvie: 'n mens kan miskien Besighede wat betrokke is by skole se beeld by die leerlinge uitbou; 'n mens kan miskien probeer om beter werkers aan hulle te verskaf deur opleiding op die skole in 'n spesifieke rigting te stuur en miskien leerlinge te motiveer, m.a.w. skole kangoeie en verantwoordelike studente die lewe in te stuur....miskien by so 'n fabriek in te stuur.

B3

0236. Dalvie: ...so iets sal net tot voordeel van die leerlinge en onderwysers strek, meneer.....die klem is besig om te verskuif van die akademie na die praktyk toe waar leerlinge veronderstel is om tegniese vaardighede en tegnieke aan te leer. Baie onderwysers wat op skole is, is nie tegnies aangele nie dus sal ek se dit sal 'n groot voordeel wees as ons manne wat kenners is op die tegniese gebied by skole kry om leerlinge tegniese vaardighede of ten minste in te lig oor tegniese rigtings en die groot moontlikhede wat daar tans bestaan in die

tegniese wereld.

INFORMANTS : Mr Conradie (Sen Deputy Principal)
Mr Cupido (Deputy Principal)

B1&2

0663. Cupido:dan moet die Besigheid bereid wees om te bele indie skool aan wie hy dan nou eintlik toevertrou word.... bereid wees om te bele om vir ons die nodige geriewe te skep waar ons kan aanpas by ons kurrikulum en die maksimum opvoeding kan gee in die spesifieke behoefteby 'n sekere fabriek...ek se ons moet begin spesialiseer. Hierdie skool dit, daardie skool dat.....dat 'n mens nie 'n oorvleueling moet he nie.

0706. Cupido: Ek dink daar is baie fassete waar besighede die skool kan aanvul.....hulle sit met die nodige skills, hulle sit met die nodige opgeleide persone wat heelwarskynlik op 'n vlak waar 'n leemte op skool is - waar.....die kundiges ook weer die leemtes op skole kan aanvul. Kom ons kyk na Personeelbestuur byvoorbeeld....konflikhantering, stresshantering; onderwyserskan inherent ook opgelei word, want deesdae is dit 'n probleem op skool; hulle het die kundiges, ons het dit nie - dit is weer 'n wedersydse aanvulling.....skoolbestuur en skoolbeplanning - dit begin mos by besigheid, die twee loop hand aan hand....so daar is nie eintlik 'n verskil nie.

0731. Conradie:soos Personeelbestuur kursusse....daar was 'n Maatskappy wat ons die vorige jaar by die skool waar ek was, toe gaan ons vir 'n naweek Hermanus toe vir 'n bestuurskursus, dit het ons skool baie gehelp, die hele personeel het gegaan waar ons van die probleme wat ons het tussen die personeel uit te sorteer, vanaf die probleem tot by die oplossing..... Maatskappye sal 'n groter rol moet speel in die toekoms..... bv. soos die maatskappy van Adopted-school..... dan kan hulle heelwat vir die skool gee en in turn kan die skool weer baie vir hulle gee...hulle sal liever bereid wees om 'n sekere skool, dan promote hulle hul hele storie by die skool....heelwat dinge wat hulle kan doen om die maatskappy te adverteer.

0781. Cupido:waar die Administrasie nie in ons behoeftes kan voorsien om daai kind maksimum te ontwikkel nie; dit is waar die fabriek moet inkom met befondsing om vir daai outjie absoluut maksimum geleentheid te gee om te vorder..... hy word groot gemaak vir die behoefte van bv. Bokomo, hy neem hom aan, dit is soos 'n voogskap.

0791. Conradie: ..dis net een of twee probleempies... in die sin dat hulle hoef nie nodig te gaan werk by Bokomo nie en die ander probleem isAtlantis het die probleem dat daar is net sekere maatskappye; as ons nie iets daaruit kan kry nie of ons

reel nie iets met hulle nie of ons stel nie 'n program vir hulle hoe hulle betrokke kan raak by die skool of gebruik maak van die skool nie, dan gaan hulle ook nie vorentoe kom nie. Want op die oomblik hardloop die skole net na sekere maatskappye toe.... maar as ons dit op 'n goeie manier of basis kan uitwerk, ko-ordineer.ADE het 'n goeie program aan hoe hulle al die skole help.

0815. Cupido:daai interaktiewe verhouding en interaktiewe beïnvloeding is daar meneer. Ek dink daardeurkan daar self so ver gaan as wedersydse respek en wedersydse ontwikkeling.. daar is 'n wedersydse beïnvloeding.

B3

0844. Cupido:ek se ja, meneer....ek se weer dis 'n geval dat die werklike situasie buite is 'n werkplek van kundigheid. Dit is 'n plek waar kansvatters instap nie. Hy moet of sy werk ken of hy ken hom nie; en dit is waar ons mekaar moet aanvul.

0881. Cupido: ..dat ons self in die skool moet uitreik... tussen vakke deur, interkurrikuler moet uitwyk en mekaar moet aanvul; dat die vak nie net suiwer daai vak wetenskap moet word nie, maar dat hy moet uitwyk meer na buite toe.

0888. Cupido: Meneer ek dink dit kan geen kwade gevoelens of bedoelings het nie....want ons gee die kind nie net 'n bree perspektief op sigself van wat skool is nie, maar ons gee eintlik 'n bietjie verder kyk na sy eintlike keuse vir die toekoms ook... in terme van die beroep waar hy eintlik in die Besigheid in die praktyk moet gaan staan.

TAPE 6

INTERVIEW : PROTEUS SECONDARY SCHOOL, Thursday, 19 Oct. 13h45
INFORMANTS : Mr Engelbrecht (Principal) Mr Vermeulen (Sen Deputy Principal)

B1&2

0255. Engelbrecht:reklame, hy kan sy naam beter maak, maar die skool kan hom eintlik niks doen nie.

0258. Vermeulen: Ons kan hom soort van 'n half opgeleide werker gee. 'n Laaitie wat van ons skool af kom en na ADE toe gaan is 'n beter geskoolde werker of persoon wat van 'n ander skool af kom wat nie tegnies opgelei is nie. So hy het nie weer nodig om die laaitie weer touwys te maak nie van die begin af nie. Minder opleiding vir hulle.

0289. Engelbrecht: [Die vraag oor werkers van ADE wat skool toe kom en deel het in programme - watter voordele is daar vir hulle]

.....en dan nog 'n voordeel vir die fabrieksbaas is dat hy aan die einde van die dag voel dat hy iets vir ander mense beteken, wat niks met geld te doen het nie. Vat bv. hierdie R1000 kompetisie van ADE nou..uh..uh... ADE kan nou aan die einde van die dag gaan sit en daarom kan se ons het allerhande kreatiwiteit by skole aangewakker of probeer aanwakker, verstaan jy.....want dit is wat by ons skool gebeur het..die mense het mos nou entrepreneurskap, hulle gaan mos nou met die geld woeker....hulle gaan nou die ope mark binne...hulle gaan nou kyk hoeveel geld hulle daarmee gaan maak...hulle het begin deur die KSOK te vra om hulle 'n werkswinkeljie aan te bied om die kinders te wys hoe. So, ADE het ons geaktiveer om iets vir die kinders te doen, so hulle het ons aan die werk gesit....so dit is ook vir hulle 'n soort van 'n beloning..... die beskikbaarstelling van geriewe vir sy werkers, saans...definitief. Daai behoort by 'n fabriek 'n behoefte te wees, want kyl hoever is die fabriek van die woonbuurte af....selfs vir hulle vergaderings ook.

B2

0348. Vermeulen: ...as hulle nou kandidate op die Hoerskole identifiseer en hulle begin nou op 'n vroeë fase met hierdie outjie deurloop - hy gee nou die outjie as't ware "insight" in sy fabriek en "in-job-train" die outjie dan verseker hy dat die outjie na skool by hom opgeneem word.....se bv. Tedelex bv... ons laaities doen bv. die kwartaal 'n sekere afdeling in elektries en hulle kom daai dieselfde tipe ding ons maak tapes waar ons hierdie tipe ding doen, dan behoort hulle mos daai kwartaal daai laaitie te vat. So as die leerplan aangaan, dan is daar ander tipe dinge wat die laaitie doen, en as hy daai laaitie elke keer vir prakties vat so doen die laaities dan hulle prakties sommer daar klaar en op die ou end het hy 'n rekord van laaities wat hy kon onmiddellik in sy werk kon invoer sou daar 'n vakature bestaan.

0367. Engelbrecht: Ons kan sonder die fabriek se finansiële steun klaarkom, maar die fabriek kan gerus.....hul werksbasis verbreed. Dat 'n st.10 man as 'n st.10 man beskou word; dat hy kry 'n job wat gelykstaande is aan die kwalifikasie wat hy het.'n man kry te veel wat na st.10 maar as 'n gewone werker by fabriek werk.Ek dink dit is binne die vermoë van die fabrieksbaas om self werk te skep binne sy fabriek....as hulle ook net vir die mense meer kan betaal sal hulle baie meer vir die skool beteken.....ons sukkel om ons skoolgeld van die fabrieksouers te kry.

[Die idee van 'n "compact-agreement" met die fabriek]

0405. Vermeulen: Ek dink ons gaan probleme het in die sin dat die manne is nog in 'n kultuur van betrokkenheid nie....ADE is 'n groot company en hy begin nou sy hand uitsteek..... Definitief ek meen moontlik sal daai maatskappy by 'n blanke gemeenskap meer betrokke wees, ek wet nie ons weet mos nie dit nie, maar...hier by ons - dit wat ADE doen is die punt van die ysberg wat gedoen kan word.

0432. Engelbrecht:nou as ek dit nou as 'n aanknopingspunt gebruik dan dink ek dat die fabrieke wat se hulle neem 'n skool aan moet regtig die skool met mening aanneem...daar is baie wat hulle vir 'n skool kan doen.

0436. Vermeulen: ...die insette wat hulle lewer, daar is hoeveel maniere hoe hulle daai insette wat hulle in die gemeenskap gee terug kry van die ontvanger af. Dis geld wat nie na die staatskas toe gaan nie, maar op 'n ander manier aangewend kan word. en baie van hulle, as hulle vir jou iets gee dan lyk dit nou dis hulle geld wat hulle gee dis eintlik die geld wat die staat toe kom wat hulle net op 'n ander manier kanaliseer.

B3

0456. Vermeulen: Vir my in die Handel sal dit fantasties wees want as ek 'n hoofstuk het oor "banking" en ek het die bankbestuurder hier wat vir my kom sekere goed vertel hoeveel meer sal daai kind nie glo nie. Ek doen bemarking en ek het ADE se Bemakingsbaas hierso, ek doen vervoer en ek kry die vervoer ou uit die hawe uit, dit sal fantasties wees; daai kind gaan mos glo wat gese word.

0464. Engelbrecht:vir die eerste keer vanjaar het Proteus, agt, nege kinders wat in die mediese rigting volgende jaar belangstel net omdat Dr. Petersen met hulle kom gesels het, verstaan jy, 'n dokter met hulle kom gesels het..... 'n aspek wat baie kan aangewerk moet word...ek meen... ons spreek eintlik onself aan dat ons kan self die inisiatief neem.

[Oor wat dit beteken vir die werker wie ook die ouer van die kind is wat in die klas aan die kinders kom verduidelik wat haar of sy werk behels]

0483. Vermeulen: Ja, dit kan baie beteken.... maar ek sou wou verder gaan dit sal 'n bietjie moeilik wees om so 'n werker die heeltid in te pas, maar hier het ons oudio-visuele hulpmiddels, die persoon kan met een les kan die persoon op TV(video) sit, en dan kan ons daai program gebruik vir die res van die klasse.(hulle eie ouers) hulle kom les gee...definitief, en ek dink daai ouers wat dan kom les gee sal die eerste persone wees wat by vergaderings sal wees as ons vergaderings reel om die dissipline by die skool te bespreek.

TAPE 7...Side 2

INTERVIEW : SAXONSEA PRIMARY SCHOOL, Friday 20 Oct. 09h00
INFORMANTS : Mr Klasen (Sen. Deputy Principal) Mr Barker (HoD)

B1

1123. Barker: Ek dink veral.....aan Landbou-wetenskap en Tuinbou. Se bv. ons nader 'n kwekery in die opsig dat hy vir ons voorsien miskien van blomme-saad of groente-saad en self in daai geval.... kan hulle ook vir ons voorsien van die manier van hoe die grond bewerk word en die manier hoe die plantjies geplant moet word en in dieselfde asem gese help ons ook dan vir hulle in die sin dat ons so te se 'n advertensie vir hulle is....dat die mense nou kan sien die spesifieke kwekery pronk in ons tuin.... sal dus die mense motiveer om daar te gaan koop in ruil vir wat hy vir ons gee, kry hy dan besigheid van die ouers se kant af.

1136. Klasen:en die doel sal dan ook wees dat hierdie saadjie wat by die skool gesaai word, moet mos nou oorwaai na die huis toe om so daar die huis, tuin en die omgewing te verfraai en so sal ons dan nou 'n beter woonbuurt skep.....Die outjie wat stadig vorder, gestel ons het 'n fabriek soos Desirees en die outjie word geïdentifiseer hy kan nie vorder nie, maar as daai fabriek bv. kom en hy bring daardie masjins bv. wat besig is om klere te stik...en jy kry die kind wat miskien nie akademies goed kan vorder nie, maar in naaldwerk is sy baie goed in, maar nou gaan dit dood daar.....sy gaan nou druipe, maar indien so-iets kan gebeur en daardie fabriek kom en hy stuur twee masjiniste en ons sit vir hulle in twee klaskamers in, kinders sien daar wat gebeur, wat gedoen moet word.....kan daai kind dan sien ek hoef nie net goed te wees in Wiskunde nie, ek hoef nie net goed te wees in my ander skoolvakke nie, maar dit kan ek goed doen.. hulle kan my oplei ook.....ek kan eendag na Desiree toe gaan, die mense het kennis geneem van my. So kan sy in die fabriek gehelp word, as wat sy die skool moes verlaat a.g.v. swak prestasie.hoeveel ander fabriek is daar wat die belange van kinders kan aanspreek, soos Handwerk bv..... die storie loop dood want hy kan nie gaan Tegniek doen nie, want sy Wiskunde is swak, maar as daardie manne kom.....interaksie met hulle....vat hulle na die fabriek toe, kyk wat daar gedoen word, dan kan hy miskien sien dié my belangstelling; daarom is dit belangrik dat ons sal moet werk daaraan dat kinders blootgestel word aan wat in ons omgewing bv. aan die gang is, wat daar in die industriële gebied aan die gang is.

1187. Barker:as hulle nou identifiseer die kind is baie goed en knap met die Naaldwerk.....daai kind kan in die toekoms, oor 'n paar jaar kan daai kind dan een van hulle werknemers word. ...dit is dan wat van die skool se kant af kom.

1194. Klasen: ...en ek dink as so iets nou vroeër posgevat het, dan sou ons minder spanne op die straat gekry het...dan kon daai fabriek hulle ingeneem het...ja, die vroeë skoolverlaters.... miskien met verdere opleiding van die fabriek self kan hulle miskien van die beste werkers word daar.....Programme wat die skool self het bv. kan mos aangewend word om daardie ongeskooldheid by hulle aan te spreek weer.....maar indien daar nou so 'n wisselwerking kan plaasvind, dan kan van die persone daar.....deur ons onderwysers onderrig word.

0010. Klasen:baie van die fabriekswerkers is goed in hul werk in maar is ongeskoold bv. en indien ons nou uitgaan en ons hulp aanbied.....dan kan daar mos klasse gereel word. Hulle kan kom tot hier, ons kan hulle meer vertel van die skool self, en as dit begin posvat glo ek ook hulle gaan meer belangstel nou of daarna gaan hulle meer belangstel in hulle eie kinders se werk....op die oomblik is dit ons grootste probleem, ouers stel nie belang in hul kinders se skoolwerk nie, want hulle verstaan nie wat daar aangaan nie.....as ons...daai program aanpak dan gaan ons ouers meer saans tyd het en tyd bestee aan hul kinders.

B3

0080. Klasen:veral nou met hierdie nuwe gees wat in die onderwys posgevat het, is dit nogal belangrik dat kinders in hierdie entrepreneurskap wat nou so belangrik is omdat die werk nou so min is daar buitekant dat mense bv. iemand van buite af vir hom kom se hoe hy daar beland het.....as hy bv. in die klas toegelaat word en kom gesels met die kinders en moenie nog dat dit my pa is nie moenie nog dat dit my ma is wat kom se hoekom sy daar beland het, hoekom sy 'n masjinis is by die fabriek, hoekom sy 'n voorvrou is by 'n ander fabriek. Dit gaan daai kinders ook aanspoor.....kyk, die vrou het ook nie geleerdheid gehad nie, maar kyk waar het sy vir op gewerk,
onderwysers spreek nie presies dit aan wat ons graag wil he nie. Kyk, baie onderwysers gee ook maar net, om eerlik te wees, ek gee ook maar net my les en leer ook maar net die akademiese werk vir hom, maar ek.....daai beskouing na buite toe ontbreek baie by onderwysers. So as ons 'n buite persoon kry van 'n fabriek, moenie nog dat dit 'n bestuurder is nie; hoe het hy daar gekom; wat het hy gedoen; wat moes hy deurgaan ...dat dit nie 'n maklike paadjie is nie; as ons dit vir die kinders van 'n ander persoon af, van 'n buite persoon af kon deurgee, sal dit ook baie help as aansporing vir kinders.....Ons staan ons blind ook teen die feit dat die peroon (wat) langsaan ons (bly) ..au hy werk ook maar net; maar hy mag 'n belangrike skakel wees by daai fabriek bv....en dan gaan sy kinders hier by ons skool en ons is baie keer nie daarvan bewus nie.....en as hy bv. kom praat dan gaan daai kinders mos weet die man bly...by ons in die straat en dit is my vriend se pa wat met ons kom praat het; en die dissiplinere probleme wat ons het, kan op daai manier aangespreek word....
[Oor die ouers en onderwysowerhede se gevoel] ...Baie beslis... die kinders was nog nie bloot gestel daaraan nie, maar om te begin daarmee.....dit gaan hulle op die lange duur net met die vooruitsig wat hulle nie het nie, gaan dit vir hulle daarmee help.

TAPE 5...Side 2

INTERVIEW : WESFLEUR PRIMARY SCHOOL, Thursday, 19 Oct. 11h15
INFORMANTS : Mr Stalmeester (HoD), Mr Branders, Mr Dhlamini.

0800. Stalmeester:Burgelike Beskerming.....maar kyk, so 'n kursus word mos geborg, daar moet mos betaal word.....wie betaal daarvoor....dit is om sekere vaardighede aan die onderwysers oor te dra.. ek glo ook dat hulle weer op hulle beurt die res van die personeel of die kinders daardie vaardighede aanleer.

0822. Dhlamini: ...meeste van ons onderwysers is nie vaardig nie... wat hulle dan ook seker beoog wanneer 'n skool self na die fabriek toe kan kom ..en hulle dan self, nie om die rol van die onderwyser te wil oorneem nie, maar om 'n hand uit te reik en se ek kan miskien jou help deur om die leerling te wys hoe hierdie masjien werk of hoe dit vervaardig word; dan leer die onderwyser ook iets niets saam met die kind.

0836. Branders: Om aan te sluit daar.....ons is in 'n ander vakrigting in waar ons meer tegnologie-gerig sal wees, m.a.w. ons sal baie meer kontak moet he met fabrieke in die omgewing....want tegnologie sluit hier nie net in.....die vaardighede van masjinerie sluit nie net in die hantering van gereedskap in nie... in elk gevalmoet 'n kind as hy 'n masjien-operateur gaan wees, moet hy die masjiene van st. vyf af al .. hoe gouer hoe beter.....tegnologie sluit nie net die masjinerie in nie, daar is Wetenskap in.....voedselverwerking, m.a.w. Huishoudkunde, daar moet Naaldwerk ook wees. As ek bv. 'n Naaldwerk onderwyseres is, sal ek bv. Arwa gaan besoek met my kinders....of Handwerkonderwysers ADE toe sal gaan en die kinders kan sien hoe word metale gesmelt....hulle het nog nooit 'n hoogoond gesien nie, ons praat net van 'n hoogoond.....en ontwerp...hulle doen al ontwerp van st. drie af en dat 'n mens die dinge oop te gooi vir die outjie dat hy weet op 'n vroeë stadium en vroeg genoeg kan besluit in watter rigting hy gaan.....hy sien miskien daar op TV ontwerp en dies meer, maar hy't nog nooit 'n argitek gesien nie of 'n ingenieur, 'n siviele ingenieur hoe hy op 'n site bv. gaan inspeksie doen nie, of daai man wat daar sit bv. voor die tekenbord, 'n miniatuur dingetjie daar te ontwerp.. kyk hoe dit in die werklike praktyk gaan werk..... en dis baie elementer(dit wat die onderwyser in die klas doen)..dis nie eintlik iets wat bly by die outjie nie....en later...en hy verlaat skool op 'n vroeë ouderdom dan is hy heel verward oor watter rigting hy moet gaan.

0897. Stalmeester: Ek dink nou aan die 'computer literacy'.... 'n firma bv. wat 'n kamer by die skool wil kom toerus met computers sodat die gemeenskap ook daarby kan baat vind.... 'n komper is die inding sodat 'n kind sommer van kleinsaf kan beginas die kind daardie vaardighede sommer van kleinsaf leermaar ons het daardie betrokkenheid van die mense wat daardie kundigheid het, het ons nodig.

0934. Dhlamini:jy kan net jou skoolgemeenskap mobiliseer om wat daardie Besigheid dalk vervaardigen dan aanmoedig om dit te koop... en so versprei dit...ook so 'n soort van reklame. Die skool kan self van die onderwyserskorps.....onderwysers kan hulself, hul tyd beskikbaar stel of die gebou beskikbaar stel vir opleiding...vir geletterdheidsprogramme.

0953. Stalmeester: 'n Mens miskien 'n beter produk, 'n beter opgeleide persoon kan verskaf..ek dink op die oomblik moet fabrieke baie geld bestee vir die indiensopleiding, nou daardie geld dink ek kan op 'n ander manier baie doeltreffender aangewend word, veral as hy 'n produk kry wat afgerond is.

0963. Dhlamini:sosiale betrekkings met die persone self in die fabriek....ons leer ken baie mense, nuwe kontakte wat jou miskien kan help met 'n ander probleem.

0985. Stalmeester: Kyk die storie daar buitekant in die ekonomie gaan oor produksie, en as 'n man 'n bietjie kan afgerond word of hy kan t'rug kom skool toe en in samewerking met die skoolprogramme kan hy....m.a.w. 'n man moet betyds wees, jy moet gedissiplineerd wees.... ek dink die skool kan in 'n groot mate daartoe bydra om sulke programme aan te bied... ja, vir werketiek.

B3

1008. Stalmeester: Vir my is dit 'n uitgemaakte saak. Ons onderwys het op die oomblik 'n soort van versadigingspunt bereik.as ons hierdie mense van buitekant af kan inkry om vir kinders te wys dat as jy met jou hande werk is dit net so goed as die man wat voor 'n komper sit of wat voor 'n klaskamer staan, sal dit baie help.

1053. Branders: Ja, nee beslis... ek dink ons het eenkeer... so 'n persoon om vir die kinders te kom ...toe het die persoon gekom in sy overall en sy safety boots en sy helm en sy goggles en oorfone... en baie van die kinders het nog nie hul ouers gesien in daai toestand daar waar hulle werk asen dit sal bietjie die werklikheid na die kind toe bring.

CONSTRAINTS THAT HINDER AND FACTORS THAT SUPPORT EBPs

TAPE 1...Side 2

INTERVIEW : PROTEA PARK PRIMARY, Tuesday, 17 Oct. 11h30
INFORMANTS : Mr Newman (principal) Ms Johannessin, Ms Werner, Ms Hoffmeester (teachers)

C1&2

0676. Johannessin: As ek nou dink aan AVOS...die mense wat reeds werk om hulle beter te kwalifiseer veral t.o.v. bevordering... die fabrieksbaas was nie bereid om hulle op skofte te sit sodat hy aandklasse kan bywoon nie.....so wat ons dan beplan is om tot in die fabriek te gaan en klasse aan te bied.....die mense is handvaardig maar hy het nie die akademiese....dit is wat hom agterhou.

0699. Newman: Ek sal se dat die sosiale aanspreeklikheid van die fabriek laat baie veel te wense oor en op een of ander manier sal die fabriek en die skole bymekaar gebring moet word sodat ons vir mekaar kan se wat die een vir die ander kan doen want moontlik het die fabriek die indruk dat dit net hulle is wat elke keer moet gee en dat ons niks in ruil gee nie..... ek wil nie nou namens ADE praat nie, ek weet nie in watter mate hul werkers ingelig word nie, waar die fabriekswerkers kan inkom, is die feit, want kyk van die fabriek betaal geld aan die Community Chest in die Kaap en 'n gedeelte van die geld word t'rug gekanaliseer na Atlantis toe, so sou ek se as ons 'n eie tipe van Community Chest kan genereer hier...werkers kan geld instort in 'n gemeenskaplike fonds en die opvoedkundige instansies kan insae he in die wyse waarop daardie geld bestee word, sal dit vir ons skole baie baie help..... Ja, maar dan moet 'n mens nie net die werker vra om geld in te stort nie, maar selfs jy as onderwyser, as die werker dan 'n R1.00 per maand of R2.00 per maand, dan vir die onderwyser ook vra om geld in daai kas te stort..

0733. Werner: ..maar dan hang dit ook baie af van gesindhede af want as jy kyk hier is sekere fabriek in Atlantis wat altyd bereid is om te gee maar dan is daar ook die fabriek wat absoluut niks gee nie.

0737. Newman: ..sommige van die fabriek maak misbruik van die Community Benefit Fund..dan se hulle hulle stort klaar geld in daai fonds....maar ons weet dattoe ...was daar net sewe fabriek wat geld ingestort het....hulle is nou weer besig om fabriek by te kry om bydraes te lewer.....Laat ek ook vir u se dat ESKOM se verbintenis.....met skole....kyk Eskom het R45 000 geborg vir 'n Opvoedkundige Hulpbronne Sentrum in Atlantis..... en dan het hulle bv. nou, verlede week R500 gegee vir die oorhoofse Prinsipale Vereniging. So ek dink hulle sosiale aanspreeklikheid is ook op 'n taamlike goeie vlak.

[Oor Sosiale Aanspreeklikheid....die volgende] Ek sou se dat sosiale aanspreeklikheid beteken dat.... hier is 'n gemeenskap wat vir my voorsien van werkers enen dat ek ook 'n morele plig het om 'n bydrae te lewer om toe te sien dat daai mense wat vir my dien, se behoeftes in een of ander mate aangespreek word. So dit gaan vir my oor 'n morele verpligting wat uit die diepste uit moet kom, uit die siel uit moet kom en nie geforseerd moet wees nie.

C3

0767. Newman:as jy nou jou skool....besef jou skool is 'n organisasie op wie daar invloede is van verskillende sektore van die gemeenskap en jy kan dit reg kry om daai dele van die gemeenskap wat wel 'n invloed het op jou skool by te bring vir hulle ook te ken in die tipe van probleme waarmee jy sit dan ek gesamentlik kan julle hierdie probleme later oorbrug deur die insette van die verskillende rolspelers te kry want ek wil vir u se dat ons op die huidige oomblik geweldig probleme ondervind t.o.v. die houdings van die kinders, en jou hande is afgekap as jy nie die ouers as jy nie die kerke as jy nie die hulpdienste gaan inroep om 'n bydrae te lewer om jou probleme op te los nie.

0811. Newman: Ek dink die belangrikste ding wat nou gedoen moet word,.....is om uit te vind wat is die fabriek se verwagtinge van hul werkers wat by hulle moet kom ...insakel, en dan kan 'n man kyk of jy jou skool kurrikulum kan aanpas om aan die industrie se behoeftes te voorsien. Die feit dat ons alreeds lewensvaardighede vir ons kinders kan leer wat kan inpas by die fabriek.....nou netheid, gekommitteerdheid en gedrag is drie aspekte wat die kind dwarsdeur sy hele lewensloopbaan moet nakoem as hy dan suksesvol wil wees...werketiek ja, en ons gee nou vir hulle punte in elke module waarmee ons besig is, en as ons dan dit by hulle kan inkulkeer.....by elke les noodsaaklik is, dan sal hulle outomaties daai tipe van werketiek ook in die fabriek in kan dra.

TAPE 3...Side 2

INTERVIEW : BERZELIA PRIMARY SCHOOL, Tuesday, 17 Oct. 09h45
INFORMANTS ; Mr Lesch (Principal), Mr V Lesch, Mr C Hector, Mr J May, Ms Humphries.

C1&2

0841. Lesch: Natuurlik as die kinders gestimuleer, bloot gestel is,kan hulle teruggaan as werknemer....dit is die grootste aanwinst vir hulle....hulle het net ten doel om daardie opgeleide persoon se potensiaal tap as hy klaar is.....Op die oomblik is (deelnemer) maar slegs gestruktureer vir die top en soos ADE dit noem die sosiale aanspreeklikheid, en dit geld maar net vir die sosiale werkster, mev Bosman, Chris Abrahams as skakel met die

mense van die dorp.....maar die res van die werknemers is maar net bewus daarvan van die verbintenis maar het nie 'n aandeel nie.

C3

0937. Lesch:ontslae raak van vakke wat nerens lei nie, die vormende vakke bly en die res van die vakke is gestruktureerd vir 'n spesifieke werkgeleentheid.....die leerling besef op 'n vroeër stadium hy gaan nie dokter word nie, maar wat hy gesien het by Continental China hy gaan keramiekwerker wees, hy hou daarvan...op so 'n manier het hy 'n insentief van vroeg af en dat hy bet presteer op skool en dat hy gereeld is op skool.....die ander probleem met die agtergeblewe kind is dat hy het nie 'n ideaal nie, hy het nie 'n rolmodel nie.....maar as hy vroeg vroeg kan besluit wat hy wil word omdat hy dit fisies gesien het, dit salvir hom sin gee in sy skool gaan.....ook maar 'n soort van streaming.

0985. V. Lesch:by die Tegnieuse skool moet hy leer hoe om hy leer van elektrisiteit, maar hy moet dit prakties doen hulle het die boeke en die tekeninge maar hulle het nie werklik die drade waarmee hulle werk nie.....kyk hulle moet aan die einde van die jaar 'n modelletjie van wat hulle geleer het, prakties, en dit word nie hier toegepas nie.

0995. Lesch:noem ons dit die ko-operatiewe stelsel in die Technikon;.... vir 'n sekere sessie is hy uit by die werkgewer die student.. die stelsel moet afgebring word na die Hoerskool toe. Hy moenie op daardie vlak eers begin nie.....dit moet veel eerder en vroeër begin in die kind se loopbaan.

TAPE 2...Side 1

INTERVIEW : ATLANTIS SECONDARY SCHOOL, Wednesday, 11 Oct. 11h45
INFORMANT : Mr G.P. Van Schalkwyk (Sen Deputy Principal)

C1

0279. G.P.:by die privaatsektor is daar die persepsie dat hulle rol wil hulle nie sien as 'n soort van speen dat skole afhanklik moet wees van hulle insette wat hulle kan lewer nie... in die verlede..... skole skryf..... na die privaatsektor toe waar hulle net vra vir geld....in die verlede was dit 'n eensydige vra van donasies....dat daar van die skole se kant af nie juis baie gedoen was om die verhouding 'n wedersydse verhouding te maak nie.

C2

0309. G.P.: Meneer huidiglik is dit baie bevredigend..... die AMESA-WESKAAPONDERWYSDEPARTEMENT - vennootskap is die eerste van sy soort ter wereld.....waar die privaatsektor met die

openbare sektore hande gevat het met die skole waar leerkrigte opgelei word om nuwe leerplanne te hanteer.
 Daar is reeds 80 leerkrigte opgelei....dan is daar ook 4 loodsprojekte gedoen.....waar hierdie hele indiensopleiding van st vyf tot sewe leerkrigte op 'n wetenskaplike manier aangepak word en die privaatsektor help ons met die wetenskaplike interpretasie van die data wat ons kry uit hierdie loodsprojekte sodat wanneer ons na die ander areas toe gaan dit op 'n effektiewe en koste-effektiewe manier aangebied word.....nou dat die privaatsektor betrokke is, is al die rolspelers gesteld daarop dat die hele projek op 'n besigheidsgrondslag gehanteer moet worden daar moet maksimaal benut gemaak word van mannekrag.....

0357. G.P.:ek kan vir u se ek is 'n onderwyser by Atlantis Sekonder en in die vennootskap is ek gelyk met alle alle rolspelers....die blote feit dat die private sektor so 'n groot finansiële bydrae gemaak het, dink ek nie hulle sal toelaat dat die vennootskap enigsins verbreek word nie..... die privaat sektor het gese die wiskunde onderwysers is die experts hulle se wat is hulle nood en saam kyk ons wat kan ons ontwikkel om hulle nood aan te spreek en die onderwysers se nood aan te spreek.....
in daai verband het hierdie partnership uitgegaan vanuit die standpunt dat die ruggraat van ons program moet wees die leerkrig op grondvlak; die leerkrig wat voel hy word in die steek gelaat deur beplanners; die leerkrig wat voel dat vakadviesdienste bereik hom nie; ons praat van daardie st vyf tot sewe leerkrigte...vir wie die inspektoraat(van destyds) nie tyd voor gehad het nie.

C3

0434. G.P.: Ja meneer, skole kan.....ons moet eksperimenteer op grondvlak, ons moet aanpassings maak en ons moet ons aanbevelings deur stuur na die beplanners toe. Nou ongelukkig is dit huidiglik so dat ons leerkrigte op die grond nog nie bemagtig is nie en dit is een van die groot redes hoekom ons die privaatsektor-inisiatief met die wiskunde het, is die bemagtiging van leerkrigte op grondvlak om te eksperimenteer met leerstof te eksperimenteer met materiaal om materiaal te ontwikkel wat kan dien vir kennis uitbreiding van ander leerkrigte..... Skole moet nie net wag vir opdragte van bo nie, hulle moet gaan kyk na hul kurrikulum; hulle moet die privaatsektor betrek...die privaat sektor is bereid om betrokke te raak en nie net in terme van geld nie maar in terme van expertise ook kan hulle die privaatsektor betrokke kry

0488. G.P.:volgens die privaatsektor moet ons meer klem le op die aanleer van skills, die aanleer van vaardighede sodat die kinders as hulle die skool verlaat toepaslik opgelei is om in 'n werksituasie te staan.....ons laat nie reg geskied (huidiglik) aan die praktiese hantering van die apparatuur nie deels a.g.v. 'n gebrek aan fondse, en ook deels a.g.v. die feit dat baie van

ons leerkragte nie opgelei om die vakke effektief aan te bied nie.

TAPE 1...Side 1

INTERVIEW : RONBINVALE SECONDARY SCHOOL, Wednesday, 11 Oct. 09h00
INFORMANT : Mr Pick (HoD)

C1

0254. Mr Pick: Ek dink wat die nyweraars betref .. gaan dit oor vertroue..... dit gaan ook oor verwagtinge... ons verwag van hulle om iets te doen; sommiges van die nyweraars doen iets, maar dit is net 'n handjie vol, net die bekende nyweraars.....die nyweraars het nooit gedink hulle is verantwoordbaar aan die gemeenskap nie, maar hullehet dit net hier gesien hoe hulle geld kon kry....die kleiner Besighede het ons nie 'n probleem nie want dis mense wat gedurig deur vir ons ondersteun, maar ek dink een van die stremmende effekte wat dit veral by die klein Besighede is dat almal kom vra vir hulle vir ondersteuning en daai nyweraar wat 'n bietjie verder weg is hy doen absoluut niks of min van hulle doen iets en met die gevolg is dat kleiner Besighede 'n negatiewe houding ontwikkel het. Sommige se ek borg nie meer nie en help nie meer omdat ek is uitgeput.

0285. I think we should try and involve and encourage a better relationship between the Bussiness sector and us; we should try and involve the parents, because the parents...they are the people that supports the Business sector and ... if we can try and encourage the parents to get together form groups - discussion groups go out to the Bussiness sector and tell them look here people can't youcan't we come together and work out some kind of strategy or plan where you can assist us..... you can ...X-amount to the school or you can help us providing a teacher or trainer for extra-mural activity..... I think parent involvement and pupil involvement should be encouraged more.

C2

0309. Yes I'm talking about that because we've got a situation where you come to a Bussines person where he might tell you.... I'm helping that school....because they approach me, but how do we know that is true. So if we approach Bussines and tell them - can't we go into formal agreement and that you can tell any person or any school I am the guardian of this school than that would ease the pressure from them also... and that would encourage Bussines to get involved because they know that I'm responsible for one or three schools instead of fourteen schools approaching me.

0323. I think there could come changes in the curriculum, but I think what is important here is that we have to go back and look at the need, the need of the community and I think for one school to sit down and change their curricula to suit them won't have an effect on the community. I think we should have some kind of Education Body in Atlantis - Primary school sector and the High school sector - to come together and together decide how all the schools together can work out on a combine curriculum to serve all the needs of Atlantis..that is the only way we can positively contribute to Atlantis.

TAPE 4...Side 1

INTERVIEW : SAXONSEA SECONDARY SCHOOL, Wednesday, 18 Oct. 09h00
INFORMANT : Mr Dalvie (HoD)

C1

0249. Dalvie: ...van die die kant van die skole..... op die oomblik werk ons maar nog volgens die ou stelsel wat totaal gemik is op uitslae en akademie en dit is miskien een van die groot faktore wat die verhouding tussen die buite gemeenskappe of buite beighede en die skool strem. Ons sit met 'n groot werkslading wat afgehandel moet word, die sillabus is baie groot en a.g.v. daarvan is daar op die oomblik nie baie tyd om af te staan aan so 'n tipe verhouding nie.

0270. Behalwe ADE en die nuwe fabriek wat ons nou kennis van geneem het wat veronderstel is om die skool.... onder sy leiding te neem het ek nie kennis van enige ander fabriek wat 'n beduidende rol speel in die soort aktiwiteite nie en ek sal miskien dink as die fabrieksbase miskien regtig belang gestel het om deel te wees van die skool sal hulle miskien reeds uitgereik het na die skole toe. Wanneer 'n skool na 'n fabriek uitreik dan soek hy gewoonlik geld of fondse en in baie gevalle kry ons dit nie want dan se hulle hul begroting is klaar reeds uitgewerk.

C2

0287.....na my mening is die verhouding wat ons op die oomblik het tussen hierdie verskillende buite besighede wat ek genoem het, is die verhouding van so 'n aard dat daar miskien op verbeter kan word, maar vir my self is dit baie bevredigend.van dat ons met hierdie aspekte begin het, het daar verbetering ingetree t.o.v. bedrywigheide by die skool..... Ja, meneer dit is miskien moontlik dat hulle (die onderwysers) nie van die begin af betrokke was en omdat hulle eintlik nie deel was van die inisieerders nie, voel hulle amper soos 'n klomp skape wat net ingetrek word om deel te wees .. die moontlikheid bestaan.

C3

0341.dit sal beter wees as ons die kurrikulum so verander dat daar 'n verbintenis is tussen die skole en die buite gemeenskap.. ons is besig om kinders groot te maak vir die grootmens wereld en in die grootmens wereld gaan hulle bloot gestel word aan sekere dinge of sekere vereistes gaan aan hulle gestel word. As 'n mens al reeds op die skool voorsiening kan maak om...vir hulle ten minste 'n smakie te gee van wat op hulle wag, dan sal dit tot voordeel van hulle self strek....blootstelling aan dit wat hulle veronderstel is om na skool te gaan doen....80% van hulle gaan nie in die akademie in nie, hulle gaan werk in fabrieke, van hulle word polisiemanne van hulle word verpleegsters en ek dink ons moet hulle belangstelling vroeg al begin aankweek.

0392. ...as hulle (die werkers) miskien betrokke kan raak by skole....kan kennis neem van professionele manier van dinge doen, dan sal dit miskien tot voordeel van hulle strek en verhoudings tussen die werknemers, tussen hulle en die base van die fabrieke kan miskien baie verbeter in so 'n geval...(en dit kan selfs lei tot)....hoer produksie, ja.

INFORMANTS : Mr Cupido (Deputy Principal)
Mr Conradie (Senior Deputy Principal)

C1

0900. Cupido:jou Besigheid - wat kan 'n skool hom aanbied in ruil...ek dink op die oomblik is dit ons sillabusse wat dit kortwiek.....ons het op die oomblik nie die tyd en die middele tot ons beskikking om in hulle nood vir hulle te voorsien nie..daarvoor sal daar veranderinge moet kom....hoe gouer die herstrukturering kan kom of die herkurrikulering hoe beter vir die twee partye om hande te vat.

C2

0926. Op die oomblik het ons werklikwaar nog nie daardie intieme verhouding werklikwaar ontwikkel nie. Ek dink op die oomblik het ons so half in isolasie ontwikkel, maar dat daar 'n uitreikingsprogram wel was, dit kan ek u verseker..... Ek sou wou voel dat die ding georganiseer word van 'n sentrale punt af, dan is die ding georden benader en dan het dit eintlik van 'n punt af begin loop, want as ons nou vrye teuele gee vir elkeen dan kan ons miskien oor mekaar se tone trap....of dit die Departement is, of dit die skool struktuur self is of die hoofde vereniging of Gemeenskapsorganisasie iewers sal ons die ding moet ko-rdineer, beplan, meneer.

C3

0959. Definitief ja..... 80-90% van ons kinders is eintlik groot

gemaak vir die fabriek,.....as die kinders dan nou vir die fabriek bedoel is, dan moet ek dan nou se..ja, meneer, hoe gouer hoe beter.....ons kan dink in terme van na skool klasse bv. klasse oor naweke ek praat van vakansie-skole en selfs ook binne skooltyd, maar dit sal natuurlik afhang van hoe sal ons die fabriek kan akkomodeer; ek dink dit sal die begin wees vir die tussentydse veranderinge.....hoekom nie ons skoolstruktuur herstruktureer in fases nie, ek bedoel daar is baie buitelandse modelle wat dit toepas.....hoekom nie die drumpelfase omskep tot die werklike oorstap in die fabriek self nie, waar die outjie dan nou spesialiseer in terme van sy beroep en dan nou maar die suiwer akademiese of die tegniese intellektuele vaardighede ondertoe resorteer.....want dan het die outjie dan die vakkenennis uit die vakliteratuur, hy het handvaardigheid....dit moet in fases opgebreek word..as ons nou praat van dit is die voorfase tot en kry dan die suiwer kom ons se maar die suiwer terminologiese fase waar die outjie met die werklike terme die vaktaal self kennis maak en eindelik moet dit opgevolg word deur 'n praktiese fase van implementering self en as dit klaar is dan stap hy die praktyk binne. Ek dink dit is ook wat elke Besigheid graag wil sien, dat as die man instap na die werkplek toe dat hy in beheer is van die situasie.

TAPE 8....Side 1.

INTERVIEW : SAXONSEA PRIMARY SCHOOL, Friday, 20 Oct. 09h00
INFORMANTS : Mr Klasen (Deputy Principal) Mr Barker (HoD)

C1

0161. **Klasen:**daar is amper nie plek om nog van buite af daardie persone te akkomodeer by jou skool nie tensy jy sou inbreek maak op sekere vakgebiede, maar as die kurrikulum so aangepas kan word dat hang van jou as bestuurspersoon by die skool af of jy dit so insien dat daar wel van buitekant af plek gemaak moet word en tyd gemaak moet word vir skakeling vinnig buitekant af.

0171. **Barker:** ...man ek sal se miskien probleme van die instansie self vir die feit miskien se maar dat daardie bestuurder 'n antagonistiese houding en die feit dat hy nie miskien wil betrokke raak nie of dit staan hom nie aan nie miskien kry jy nog altyd persone wat diskrimineer, en voel dat dit nie sy kleur vel kind wat bygestaan moet word nie en dan openbaar hy daai houding en dit werk hy dan deur na sy werknemers toe....jy gaan dan nie volle samewerking kry nie en daai persoon gaan dan nou net die minimum gaan hy doen wat van hom verlang word.

0365. **Barker:** [end of tape] Ek dink bv. aan die onderwysers self meneer, want na my mening ..is ons nog te min betrokkeby die gemeenskap self...bv. net om 'n huisbesoek te gaan afle... daardeur kom jy agter wat is die omstandighede van die kind by

die huis.

C2&3

0203. Barker: Ek voel die verhoudings kan verder uitgebou worddaai komiteelede van Desirees het eendag genoem hulle wil darem graag he dat die onderwysers moet die persone ook daar by die fabriek moet ontmoet, bv. 'n gesellige dag hou of 'n familie dag hou...daar kan lekker gesels word, daar kan interaksie wees en tesame met die werkgewers ook self.....die onderwysers hier by die skool is ten volle bewus van wat aangaan.

0223. Klasen: Wanneer Sactwu lede na ons toe kom...Elsie Thomas hulle, dan trek ons die onderwysers bymekaar.....ons gesels oor en weer met mekaar...die probleem is nou dit is net die vyf lede van die komitee wat ons nou ken, maar die ander lede of ander werkers van die fabriek, die ken ons nou nie. Dit is nogal belangrik dat.....'n lekker sosiale dag moet hou.

0258. Klasen: ...'n mens wat nog nie in 'n fabriek gewerk het nie, sal nie weet wat daar aangaan nie.....my ondervinding het ek kom deel met die kinders die volgende jaar en toe het een outjie opgestaan bv. en gese mnr het saam met my pa gewerk.... as 'n onderwyser daar gaan werk.....hy kan daardie ondervinding kom t'rug ploeg in sy skool waar hy is.

TAPE 5...Side 2

INTERVIEW : WESFLEUR PRIMARY SCHOOL, Thursday, 19 Oct. 11h20
INFORMANTS : Mr Stalmeester (HoD) Mr Branders, Mr Dhlamini

C1

1079. Branders:ons het besprekings....maar die implementering van die ding is somtyds baie moeilik en dit veroorsaak dat 'n mens projekte moet drop....dus gesindhede van die onderwysers is soms die probleem.

1093. Dhlamini: ..indirek ...as een van die twee partye.. as daar intern 'n probleem is wat nie uitgestryk kan word nie, dan kan dit outomaties die verhouding tussen die twee raak.

1218. Stalmeester: ...die meeste beighede is mos profyt ingestel en sodoende is die mense wat 'n mens graag by 'n sessie... by 'n vergadering wil he.... is 'n probleem om die mense in die hande te kry.....die vordering van 'n vennootskap kan so ook gestrem word...se maar die 'top' ou wat die right-away moet gee, hy is nie daar nie..of die een wat kom sit saam met jou het nie altyd 'n mandaat nie.

1235. Stalmeester: ...die gevoel is dat sodra een van die kollegas met iets inkom waar dit lyk asof hy voordeel kan trek daaruit, dan word daar allerhande besware gemaak....'n projek wat die potensiaal het om suksesvol te wees, word dan sommer sondermeer afgeskiet.

1249. Dhlamini: Onderwysers se gesindhede was miskien aan die begin baie negatief, maar myns insiens het dit ietwat verbeter, want reg aan die begin die jaar af was daar vir jou gese die skool is nou in die gemeenskap se hande... en as jy jou onmiddellike omgewing en die besighede in die omgewing vat en namate die skool begin voordeel trek uit hierdie verhouding uit dan het die meeste of sommige onderwysers se gesindhede verander.

C2&3

1263. Branders: Dit gaan nou eintlik afhang van hoe Vrede Textiles betrokke gaan word met die groot projek wat ons nou mee besig is.... met 3M was daar nie probleme nie; donasies wat ons hulle gevra het en donasies uit hulle self uit het hulle onmiddellik na vore getree en ons hoop maar Vrede Textiles gaan dieselfde maak met die.

1273. Stalmeester:ek kan onthou met die 3M verhouding, vennootskap het hulle op 'n gereelde basis ontmoet.....so daar was gedurigdeur skakeling, altwee kante het geweet presies wat aangaan...miskien kan dit 'n probleem wees as daar nie gereelde konsultasie met mekaar is nie.

1292. Dhlamini: as 'n mens nou praat van sosiale aanspreeklikheid.. dan dink ek dit is nie nodig dat daar so 'n kontrak op die tafel moet wees nie....die fabriek of die Besigheid as dit in jou onmiddellike omgewing is of woonbuurt is, is dit vanselfsprekend.....hy trek voordeel daaruit dat van sy produkte deur die mense in die woonbuurt gekoop word, sosiaal is hy aanspreeklik om terug te ploeg...om van sy vakmanskap, dit wat hy het aan te bied en die gemeenskap daardeur te help.

1316. Dhlamini: Ek voel sodaai mutual understanding moet daar wees, as ek in een party dan nou sien die ander party in die verhouding trek noustrop, dan moet ek maar nie te se aanvaar nie, ek moet darem verstaan dat daar is 'n probleem.....as als goed en wel weer gaan, nou goed kom ons hervat weer die verhouding.

1323. Stalmeester: Ek sal met mnr Dhlamini ten dele saamstem as daar.... 'n gereelde konsultasie met mekaar is maar kyk die Besigheidsmense hulle het mos kort en lang termyn beplanninge wat hulle doen en hulle gaan geen onderhandeling aan tensy daar 'n formele dokument op die tafel is nie wat deur altwee partye ek se ja maar as gereeld ontmoet word.

C3

1338. Stalmeester: Ek sal se ja, in die sin.... die neiging vandag is dat jy moet werk so na as moontlik aan jou woonplek... as jy nou 'n persoon oplei wat nie sy dienste kan aanbied in die omgewing waar hy bly nie, kan dit 'n probleem vir hom skeep.

1348. Dhlamini: Die verandering wat ek graag sal wil sien daar moet klousules aangebring word waar die werktrots ... die kind moet werklikwaar kan sien dat ongeag wat ek is of wat ek doen of ek in 'n fabriek werk, of vloer vee, of ek die pen trek ...daai werktrots moet in die kurrikulum ingebou word.....

1359. Branders:ons tegnologie....vaardighede...sal ons beslis om 'n behoefte te bepaal sal ons beslis van instansies buite die skool moet van gebruik maak....se bv. ..ADE as 'n outjie hier uit die skool uitgaan dan gaan hy ADE toe... en ons moet 'n voorafbepaling kry voordat daar besluit word dit gaan in die kurrikulum inkom... m.a.w. wat noodwendig vir 'n streek soos Atlantis van pas is sal bv. vir 'n ander streek nie van toepassing wees nie. So die omgewing waarin jy leef, jou nywerhede en dies meer sal baie jou kurrikulum bepaal.

LINKS WITH TRADE UNIONS

TAPE 2...Side 2

INTERVIEW : PROTEA PARK PRIMARY SCHOOL, Tuesday, 17 Oct. 11h15
INFORMANTS : Mr Newman (principal)

D1,2&3

1001. Newman:as ons praat van die skole se verbintenisse met die vakbonde dan het ons 'n tentatiewe plan.....ons gaan sit met die vakbond en met hulle praat om 'n ander kultuurwerker in Atlantis te skeep....nie net by die werkers geskeep kan word nie, maar 'n nuwe kultuur ook by die base geskeep kan word. Ek sou se sou die skoolkinders weet wat die werkers nou van plan is om te doen.....dan dink ek dit kan 'n invloed he op die skoolkinders

1056. Newman: ..definitief ja, ...want kyk as 'n mens bv. van die vakbond gebruik kan maak want dit is jou ouers ook, dat as daai kultuur geskeep kan word waar die die werkers nou gaan konsentreer

op produksie, al kom daai werker by die huis net vertel wat besig is om te gebeur dan sal dit beslis 'n invloed he op hulle kinders want die ouers gaan definitief die kinders beïnvloed op een of ander manier...maar die kwessie oor die kaartjieverkoopery, die advertering as daar 'n nouer vennootskap kom tussen die fabriek en die skool kan die fabriek die skole geweldig help met bemerking.....Miskien moet 'n mens op 'n georganiseerde basis, nie op een-tot-een vlak noodwendig nie, maar die hoofde van skole sit met die shop stewards of met die vakbond waar ons dan praat oor die vennootskap wat aangegaan kan word.

1079. Newman: Wel ek sou se van die hoofde self sal so dink..... maar ek dink ook sou so 'n vergadering plaasvind, sal die gemeenskap, sal die hoofde sien dat die vakbondlede is maar net 'n ander mens met dieselfde vrese met dieselfde behoeftes met baie kere dieselfde sienswyses as wat ons self het.

TAPE 3...Side 2

INTERVIEW :BERZELIA PRIMARY SCHOOL, Tuesday, 17 Oct. 09h45
INFORMANTS : Mr Lesch (Principal), Mr V. Lesch, Mr. J. May, Mr C Hector, Mr Sedeman, Ms Humphries.

D1

1011. Lesch: Ek se ja.....as die skool eventueel bedryf gaan word soos 'n besigheid.....dan moet ons die vakbond by die saak ken om aan die einde van die dag tyd te bespaar. As daar aan die einde van die dag botsings kom.....vir my is die vakbond sinoniem aan staking...ek sien op die oomblik net die negatiewe funksie van 'n vakbond, wat nie noodwendig so moet wees nie. 'n Vakbond moet beding vir sy lede se voordele.....daarom moet 'n mens goeie verhoudinge handhaaf met 'n vakbond.

D2

1101. May:...daar kan kontak wees tussen die skool en die ouer deur middel van die Vakbond.

TAPE 2...Side 1

INTERVIEW : ATLANTIS SECONDARY SCHOOL, Wednesday, 11 Oct. 11h45
INFORMANT : Mr G.P. Van Schalkwyk (Sen. Deputy Principal)

D1&2

0531. G.P.: Ja meneer,by die kurrikulum verandering by skole moet nou wees dat die kind die basic skills kan aanleer, en nou is dit interresant dat Cosatu met die NETF-proses..... dat hierdie beroeps-tegniese onderwysbenadering wat ons volg..... is net nog 'n manier om die status quo te behou, dat as jy klem gaan

op beroeps-tegniese onderwys, die aanleer van skills dan magtig jy eintlik nie die mense om in beheer te raak van jou industrie en jou privaat sektore niejy lei die mense net tot 'n mediocre vlak en dat jy beklemtoon nie management skills nie of jy bemagtig nie die mense om entrepreneurs te raak self in beheer van sake te staan nie....Dit maak nie sin dat die Nasionale Vakunie soos Cosatu op nasionale vlak op alle vlakke betrokke is by beleidsontwikkeling en hy word nie gelaat om op mikro-vlak op die skoolvlak betrokke te raak nie, dit per slot van rekening is die ouers wie se kinders in die skool skool gaan daai ouers is lede van die vakbondunie, en as die ouer dan 'n inset te lewer het, dan kan hy dit net so goed doen wel deur sy Vakunie dit lewer waar ons dan 'n kollektiewe sluitname het vanaf die ouerkant....ek reken as ons nouer verhouding tussen die skole en die Vakbonde het sal baie van ons probleme opgelos wees want ons kinders sal kom met 'n ander soort beeld van wat gebeur....die filosofie van vakbonde dat ons moet na mekaar kyk.....laat dit nie net gaan oor ek vir myself maar dat ons ook 'n verantwoordelikheid teenoor mekaar het. daai soort van gesindheid wat in die Vakbondwese opereer, dat is di soort gesindheid in die skole kan posvat.

TAPE 1....Side 1

INTERVIEW : ROBINVALE SECONDARY SCHOOL, Wednesday, 11 Oct. 09h00
INTERVIEWER : Mr Pick (HoD)

D1

8.ek sou kortliks se ja, ek voel hulle moet betrokke raak. Dit sal baie moeilik wees, want daar was nog nooit 'n verhouding tussen skole en vakbonde nie omdat baie van die onderwysers op die skool beskou hul as 'n professionele persoon en die persone in vakbonde beskou hulle as gewone werker; miskien is dit 'n mens probeer om daai te oorbrug en probeer om mekaar daar te vind, maar ons moet onthou dat die kind se ouer is deel van die vakbond en as vakbonde-betrokkenheid aangemoedig gaan word kan dit net 'n positiewe effek het op die skool se verhouding met die ouer.....die onderlinge verhouding van die hele skool gemeenskap.

D2

2.ek dink die voordele is legio.....die vakbonde het reeds 'n bestaande verhouding met die nyweraars en lidmaatskapslede....die vakbonde kan miskien ons skakel wees tussen die nyweraars. Die huidige inisiatief wat in sy beginstadium is, is 'n inisiatief van die vakbonde, maar die nyweraars word geskakel; ons kan miskien voortbou op hierdie verhouding wat daar is met die vakbonde en dit miskien uitbrei na die nyweraars. Ek dinks bv. aan die bywoning van funksies, die kaartjieskoop; vakbonde kan die kaartjies versprei onder die fabriekers en die sukses van funksies by skole kan verbeter; ek dink bv.

altyd die fabriek geskakel en die fabriek weer die Vakbonde en dan het hulle maar gesorg dat die boodskap uitkom by die ouers.

0459. Ja....dit sal voordelig wees as ons 'n onderwyser kan kry om op die Vakbondvergaderings te gaan sit en miskien van die Vakbondlede op die skool se vergaderings....dit sal die verhouding tussen werkers en die onderwysers baie verbeter.

D1

INFORMANT : Mr Cupido (Deputy Principal)

1018. Meneer ek sal se ja en nee. NEE ons moenie die outjie te vroeg ryp druk nie want Vakbondbeïnvloeding kan negatief raak vir skole, ek bedoel ons opereer op verskillende vlakke, dit is hoekom ek se nee. Aan die anderkant se ek JA sodat ook op 'n vroeë stadium hy kennis maak van dit is wat die werksituasie is; dit is wat 'n Vakbond is en dit is wat die Vakbond vir die werksituasie beteken; laat hy dit weet vooraf; maar dat daar 'n skakel moet wees is vir my 50-50.. ons moet net nie die wedersydse beïnvloeding te negatief te laat deursypel nie.

D2

1032. Voordele.....dit sluit dan nou eintlik aan by my JA...waar ek se dat die kind dan ook die geleentheid kry om dan ook te wil weet wat sy regte as werker is, wat sy werksomstandighede veronderstel is om te wees en wat sy vereistes en regte as werker dan ook binne 'n werksituasie behoort te wees.....en dat die kind ook besef dat buite in die praktyk is daar organisasies en instansies waarvolgens dinge gekanaliseer word en dat probleme nie sommer net van 'n kant af gepak moet word nie. Dit leer vir hom in 'n mate ook selfdisipline...die ding moet volgens fases en beplanning geskied.

D3

1060. Die Vakbond gaan ook maar nou 'n weg word, 'n skakel tussen die skool en ouers via natuurlik die Besigheiddat ons daaruit ook natuurlik daardie wedersydse uitbouing van die verwagtinge kry.....ons kan Vakbonde gebruik as die skakel of middelweg tussen ouer, gemeenskap en werksituasie.....die Vakbond is die bedingingsliggaam....hy staan vir die regte van die werker, en die regte van die werker sypel af tot die kind en so sypel dit af weer t'rug na mekaar toe...ek dink die Vakbond kan vir my 'n werklike refleksie gee van wat werklik hier aan die gang is by die werksituasie en dat ons daardeur dan ook seker maar 'n vertrouenssituasie dan ook op 'n breër vlak uitbou.

3

INTERVIEW : SAXONSEA PRIMARY SCHOOL, Friday, 20 Oct. 09h00
INFORMANTS : Mr Klasen (Deputy Principal) Mr Barker (HoD)

D1

0336. Klasen: Die Vakbonde se betrokkenheid by skole kan nie uitgesluit raak nieek weet nie waar die inisiatief vandaan gaan kom, van die skole se kant of van hulle nie.....maar hulle sal beslis moet inkom by skoleu weet die witmense het destyds gedink die Vakbonde is 'n onding...die Vakbonde het natuurlik gemaak dat hier baie veranderings gekom het...dit is waarom ek voel dit moet nie net daar by die fabrieke bly nie, dit moet ook hier na die skole kom.

0351. Barker: Ek sal se daar is mos alreeds 'n bewys datSACTWU val mos onder 'n Vakbond...ek dink dit is 'n bewys dat daar is al iets van die vakbond af daar is al 'n inisiatief van die vakbond se kant af al, miskien nog in 'n baie klein mate.

D2&3

0358. Barker: Die feit dat die skool dinge kan bekom, die feit dat die verhouding die een hand was die ander hand; dit kan dalk plaasvind en so ook interaksie tussen mense en groepe van buite afen dat dit nie net op die skool intern is nie.

TAPE 5...Side 2

INTERVIEW : WESFLEUR PRIMARY SCHOOL, Thursday, 19 Oct. 11h20
INFORMANTS : Mr Stalmeester (HoD), Mr Branders, Mr Dhlamini.

D1, 2&3

1381. Stalmeester: Op die oomblik voel ek nee...skole....kyk, die die vakbonde het 'n bepaalde program, 'n bepaalde kultuur wat hulle beoefen, wat myns insiens nie altyd die behoeftes van skole aanspreek nie.....ek voel nie dat so 'n kultuur (kultuur van staak) by die skole ingebring moet word nie.....om by 'n vakbond aan te sluit wat heeltemal apart wegstaan van die formele onderwys voel ek op hierdie stadium is ons nog nie gereed daarvoor nie.

1391. Dhlamini: Die klem het verskuif van wat die Vakbond was in die verlede en wat hy nou is....hulle moet definitief hul oogmerke, doelstellings en strategie verander in lyn met wat in die res van die land gebeur het...as ons dan nou wil praat dat ons meer tegniese opleiding in ons skole gee... ons wil he die fabrieke moet nader kom na die skool toe, sal ons definitief ook die vakbond moetnader kry want hoe anders gaan die kind dan bewus word dat as ek in hierdie werk ingaandaar is mense wat my gaan help....die kind moet bewus gemaak word ..die

Vakbond is daar vir jou beskerming.

1429. Branders:want daar is tog 'n SR .. studente raad...
en dies meer, dit is basies 'n vakbond, 'n spreekbuis, meer so..

A P P E N D I X C

INTERVIEW FRAMEWORK FOR BUSINESS

A. KNOWLEDGE AND UNDERSTANDING OF EBPs

TAPE 9 Side 1

INTERVIEW: ESKOM-KOEBERG, Wednesday, 8 November, 1995, 09h50
INFORMANT: Mr Charles January, Human Resource Developer, managing
the social responsibility programme with the local community.

A1&2

0021. Charles:if one should give this relationship a name I think it is actually one of a mutual benefit that should come from both. I think the schools need business as much as business needs schools. The benefit if one have to look more specifically at it, I think schools being an organisation, normally having limited resources and this seems to always focus on certain institutions that could deliver the goods don't really....uhmbusiness would sort of put money into an organisation like that. I think schools can benefit from that through the investments from business and business on the other hand could benefit from the products from schools, getting...ah..ah.. the trained or calibre of people that they can take up in their business.

On marketing benefits for the company:

0045. Charles: Ja..I think there is a marketing effect but there is also a need thing, because your staff is... your future staff, will be recruited from that specific...there is a business interest as well, apart from the PRO side.....

TAPE 10 Side 1

INTERVIEW: 3M-ATLANTIS, Thursday, 9 November 1995, 08h30,
INFORMANT: Mr Ron Peffers, Plant manager.

A1

0019. Ron: I suppose more and more these days, running a school has got to be like running a business....uhm ...certainly we saw that with the model C schools, and I think that's probably going to become more and more the case with all the schools, you know state schools and so on.....and any business expertise a business man can offer ...has got to be beneficial to a school. Also I suppose a business can offer guidance as to the relevance of the education that we're giving to the children...I think that's'

gsomething that's' been perhaps a bit lackingyou know...uh.. like teaching people Latin or something like that which is probably of no great use to them in big business. We're in a commercial world where I think we got to perhaps channel education more towards ..uhm....Technikon-type education rather than the more formal sort of education that we've been giving people.....You know they're really interrelated the way people are educated in schools determine how they would get on in later life in the world of business or commerce....yea...I think that gets back to the question of relevance I suppose. We should perhaps look at more practical aspects of education rather than theory.

A2

0070. Ron: I think the school should offer to.....should channel its efforts to try and make the pupil more aware of what goes on in the economic sphere. You know this is what the educationalist should be able to offer business in terms of what they teach the children and you know teach them that business is business and money doesn't grow on trees...the objective of 3M having a factory here is'nt for me to put money into my pocket every night to take home...it doesn't work that way. People must be taught that..in order to.. for ..to promote the well-being of everybody, you got to generate wealth, its not a questionI think like we see in recent times an attitude where we got to re-distribute wealth. If there's nothing there to distribute, we all suffer, and I think that must be brought home to pupils from a very early age....it really comes to an understanding how business works, and its become more and more relevant I think now that we're no longer a close-shop economy.. uhm... I think people, schoolchildren as well have to become aware that in a world that is becoming increasingly over-populated, its becoming increasingly competitive and its not a question any moreih..ih...its...you know, we're no longer competing with an authoritarian government, or something like that, but what we're really doing is competing with the rest of the world. The threat to our economy isn't the sort of PW Botha's and so on.....you know its those guys in Korea and China who are prepared to work harder or smarter or more efficiently than we are. I think there's got to be an awareness of what the situation is and I think that has to be brought home to children at an very early age.

TAPE 11 Side 1

INTERVIEW: 23 SPORTSWEAR, Tuesday, 21 November, 1995, 10h00,
INFORMANT: Mr Singer, managing director, owner of factory.

A1&2

0033. Singer: I feel if a company is looking for a workforce or employees, obviously they'll be needing employees from school..

now that is where one gets involve. But I don't know what else a company can offer a school... what are we looking for? We're looking for people to fill certain occupations, certain positions; that's what people need. But now, if you're doing a normal schooling; if you take a kid through standard sub A to matric, whatever, I don't know how a company can benefit a school in that way, maybe by supporting them through ...uhm...finance... I don't think anybody can get anything back from them... I don't think a school can give the industry or a company anything in return....I don't see what they can give back. You see, I mean the education is for everybody to have.....you [the school] got to provide them with education. If you have'nt got the funds for education, then maybe companies can assist in funding.....I'd say their contribution that I see... lets say that a company that do it can say:"Ya, I've contributed a certain amount of funds to help you educate your students or give them better facilities. That's it. Uh...in return, I don't think..... uh....you can offer me employees that can start working here, I don't think so, because they would have to get either further education or even if you take a normal kid who's not educated enough to go to university or to go to college....he now leaves school and he now wants to do a job, fine....there are plenty other jobs that do not require skilled labour. A Youngster like that.....if he is to be absorbed in a company, then the primary thing there is to know that the person coming as a workseeker, has discipline, that he is taught discipline...which I think is a priority, and they must have pride in themselves or ...which I think is another important factor, that they have self-pride and that they are taught discipline, than you are really on a starting point, you're really in the starting block. So, that I feel is what the primary job of education...schooling would be for youngsters... that he understands how to take instructions, and understand instructions and carry them through, I mean that's it. [These things]...it is lacking generally in the normal workforce... People come and they feel that they're doing you a favour for a job or once they got a job, they're okay....we're secured...but we're undisciplined....and then for the company to start instituting discipline.....and it becomes a problem, particularly today when you have.....you know, unions... you've got to go by a strict code of conduct.... and you take an employee, you can't dismiss that employee...it becomes a major headache.

TAPE 10 Side 2

INTERVIEW: DESIREE QUILTED, Thursday, 23 November, 1995, 12h30,
INFORMANT: Mr George Sinclair, Sales- marketing manager.

A1

0010. George: Well, a business can offer a school, obviously a.... I should imagine the first thing that should come to mind is financial assistance; the second would be management knowledge, knowledge of people.....I'm talking basically, about

personnel here.....in other words on the personnel side; knowledge of the industry.....Basically I just think an overall view of what management in this country physically needs out of people. I think that is what can be passed onto schools, and not just the school's students as such.....teachers as well, obviously. Management, as far as I'm concern is one thing that this country is going to need an enormous amount of in the years ahead of us, because we're gonna grow.....we gonna grow into a very powerful economic structure within the context of Africa.

On similarities especially on managerial level between the two:

0039. George: Yes, definetly.....I have no doubt in my mind. A teacher is a manager of people, the same as I am a manager of people...they don't get paid enough for it, either, by the way.

A2

0047. George: I....I think a school can offer a business an opportunity to grow within a community. I think that's the first thing to comes to mind, and when I say grow in the communityI mean, as far as involvement is concerned and as far as profile in the community is concerned. I think an understandable fact that the more companies are involved with the community that they operate in, the better the relationship between that community and that business.....I am thinking very simply along the lines of relationship between worker and employer, employee and employer relationship. If that relationship is good within the company, and it is then also extended into the community, I believe in physically you do find a far better working relationship between employer and employee, because there's an involvement, and if it helps to lift the image of the company within the community.....example....if you look at the relationship between the Western Province Rugby Union and the schools that are now getting the ...sports training programme from Chester Williams etc...to me that's the sort of rub-off you get.

On creating training opportunities in the relationship for trainee managers:

0102. George: You see I was'nt thinking that long term...I was very much thinking shorter term. I think that goes back to my statement earlier whereby I said that its also a good thing for a company to be involved in schools, plain and simply because it can pass on knowledge, okay.....of the industry, etc....and in saying that, I was also leading towards career opportunities once a child leaves a school, so very very much so....if there were some sort of tie-up..and here I'm talking totally theoreticallyif there were some sort of tie-up between a company and a school whereby a child who were at that school were doing matric or in standard eight or whatever, and he ended up getting a bursary through the company to go to varsity to study, this industry we're in, then they would possibly progress to the business... within the business.....so, I see that as part and

parcel of the involvement... offering them the opportunity to further themselves. That sort of thing [creating opportunities for your own personnel]..... will only follow through once the relationship between a school and a company had developed to that sort of stage.

TAPE 11 Side 1

INTERVIEW: ATLANTIS DIESEL ENGINES (ADE), 24 Nov.1995, 13h00,
INFORMANTS: Mr Van Wyk (Personnel Manager), Ms Bosman
(Coordinator of Social Responsibility Programme), Mr Swanepoel
(Industrial Training Manager)

A1&2

0418. Swanepoel: I think from a business perspective and a potential employer, it is important that Business have the right calibre of people that joins them. One would if you want to employ that person, he has the applicable subjects...a company like ours puts a high emphasis on mathematics and technical subjects.....and other forms of grounding for the pupils to be further developed into doing their technical courses in order to get their technical diplomas. It is really from a recruitment point of view that Businesses is really interested in what can we offer a school.

0431. Bosman: I think you can share your expertise with them.. not just to dish out money. Ek dink 'n mens moet juis daarop konsentreer om liewer sekere van jou expertise in die maatskappy met hulle te deel. Wanneer jy vir 'n skool net geld gee, dan maak hulle net so 'n kort draaitjie, dan is dit ook maar oor en uit. Ek dink wat ons ook baie betrokke kan in raak en reeds is, is die tipe van 'n werkswinkels vir jou onderwyser, om die onderwysers te motiveer, om te ondersteun....daar is so baie keer dat hulle staan so op hulle eie, veral.... wil amper sê in Atlantis se omgewing waar hulle ver van die stad af is, hulle het nie sommer vervoer nie.....dit is altyd 'n groot ding om by 'n plek te kom soos by 'n skool....is amper soos 'n "Resource Bank"-tipe van ding.... dit is nogal 'n groot behoefte hier, en 'n mens kan baie met hulle deel. Daar is sekere kursusse wat jy vir hulle kan aanbied. Dit het ek nou al 'n paar keer met hulle deurgeloop en hulle het dit geweldig waardeur, en dit het vir hulle baie beteken. Jy kan 'n skool aanneem....nou hierso gaan ons weer in terme van die geldsake miskien moet praat want gaan weereens nie net oor geld nie. Jy kan 'n pad stap met daai skool om ondersteuning te bied ten opsigte van fondsinsamelingsprojekte ...die skool ondersteun wanneer hy self 'n groot projek aanpak om geld in te samel vir die skool. Nou hulle sê altyd "money generates money"....jy kan nie sommer 'n ding aanpak en begin sonder dat jy 'n sent het nie.....en soos ons weet is die skoolfondsdie inkomste van skoolfondse maar laag vanweë die hoë werkloosheidsyfer, van so 63%....so, in daai opsig kan 'n mens 'n skool baie ondersteun. Ook in terme van jou studente aan

B. INVOLVEMENT WITH EDUCATION

TAPE 9 Side 1

INTERVIEW: ESKOM-KOEBERG, Wednesday, 8 November 1995, 09H50,
INFORMANT: Mr Charles January, Human Resource Developer, managing
the social responsibility programme with the local community.

B.1

0054. **Charles:** At the moment I think on a national basis I think ESKOM really has a priority to get involved into education. I think it is a well known fact that our school systems over the years don't really produced the product that is viable for organisations to take up in their workforce. So a lot of training or bridging training is being conducted when a person is being recruited from school before organisations like business can take them on.....but our concern lies with the structures that produce these people and the standard of education that is not what one would expect.

On attempts to go into schools and help with the process of restructuring:

0073. **Charles:** Okay..what we try to do really is obviously very difficult for us to go out and talk to individual schools..so we would rather prefer to make an impact on strategic or on a national basis and thus having a filtered effect through rather than go to school A and school B and C. We just don't have the manpower to get involve on that particular level.

B2

On ESKOM's involvement with the AMESA project:

0093. **Charles:** Let met start off with a Yes! Amesa...when we were involve with them....first of all we didn't get involve with them on a national basis. It was a Koeberg specific initiative, because the whole project was driven from the Cape Town base and being part of the community around here and after thorough evaluation of the project it fits.... I must say it fits squarely into our view of the types of things that we would like to get involve in...so we did it from a Koeberg aspect and not from an Eskom aspect, although the money was given to us from Corporate, but the project was driven as a local one. We hope that when this project has gone down and deliver the goods, that it would be duplicated in the other eight provinces around it and by doing that we will actually be playing a leading role in it. To come now to the nature of our involvement into it, ..ah.. I think I've mentioned at the beginning that we would really prefer to get

involve on a strategic level so that the benefits and the capacity building effect of that could cascade down onto more schools. Now this project fits that criteria absolutely squarely, and that is why we decided to get involved in it. First of all, maths and science is our focus areas that we because that is where our people would come from...our future employees and there is a severe lack in it... I think we all know that, and when you comes to making a difference , we thought that would be an excellent one. Surely if we could have more money or would have got more money we could have put that into it as well, but we are curb by our national fund that made this money available to us.

On other activities they are involve in:

0123. **Charles:** Okay...although we would like ..and we know that our preference is to be involve in things of strategic nature, we do get involve in ...with schools on one-on-one relationship but that is more sporadically and it is more need ...to alleviate immediate needs that people have, in other words ...I would go out to a school and see for instance there is not electricity and can then put wheels in motion to get that school electrified. So those are the hygiene things of getting build-in things and stuff like that.

On whether they expect any returns:

0134. **Charles:** I think what we 're trying to do is that we are standing in really for.....or to alleviate some of the immediate needs that schools are having. I think if you look in the perfect world, there would not be a need for us to go into schools and try to electrify them, because the government would have done that..... so what we're doing is we says we can either wait until the government gets its house in order and do that or we can go out and do it to the people you know as part of a community project, and that is the way that we see it. So the mere fact that we go out and put electricity in there is to have an immediate impact on the school... nowby providing electricity is to enhance the quality of education that is provided within them. So again we benefit from it and we really don't see it as a hand out because it ...ultimately we still benefit from whatever it is we 're doing and that is how we prefer how to deal with it.

TAPE 10 Side 1

INTERVIEW: 3M-ATLANTIS, Thursday, 9 November, 1995, 08h30,
INFORMANT: Mr Ron Peffers, Plant manager.

B1&2

0121. Ron: Yes....well as you probably know we adopted Wesfleur Primary school in terms of our adopted school programme. On a Macro-scale 3M I think has 12, 13 maybe 14 schools country-wide and only 1 in Atlantis...there's a couple more in Cape Town, 1 in Khayalitsa and 1 in Nyanga I think.....I should tell you that Atlantis is a very small part of 3M....you know we're a small part of a big group so what we do is relatively small. We've had a very good relationship with Wesfleur school down the ages..uhm ...its fallen into....how would you call it....a sort of state of disrepair I suppose for the last year or so. You know we use to have regular...uh...uh...theoretically we had monthly meetings during term, but it weren't always monthly you know...sometimes they were spread out to six weeks.....so we'd have maybe 6, 7, 8 meetings a year, and it wasuh..we would alternate between here and the school.....and it was a meeting between the principal and some of the teachers, the parent committee and 3M, originally it would have been 3 or 4 people from 3M. Down the years it became a bit smaller.....and I think the ...this is our original undertaking to...it was to Mr Pietersen....and that set out more or less what we have in mind to do when we adopted the school in 1985, what our objectives were...[He handed me a copy]. As it states there....."thus through our involvement its hoped to accomplish together some of the goals and aspirations identified by the school committee and parents for the coming year. Please be assured that we do not propose to assume a dominating role in or association with the school but rather a supportive one. We may assist in fundraising, but there would be no exchange of funds from 3M to the school nor will we become involve in anyway with building projects. We will avoid any interference in the running of the school will meet with the schools representatives at times that do not clash with teaching hours." This were the original objectives...it changed possibly a little bid.. you know as we became more familiar ...when the school no longer saw us as a thrash and we felt more comfortable, we actually..... became, you know a very convivial little set-up and you know we could help the school not only with material things but with advice, perhaps...we had a few joint fundraising ventures which have been very successful and you know very often when the school needed things, a company like 3M has a lot of clout when it comes to purchases you know...we can put a squeeze on our suppliers and say look the school needs such and such and such..and it was ...I think it was good for the school and although comment was made I must tell youyou know ...when....later on when our Cape Town office became involve with schools in Khayalitsa and Nyanga then the feeling was that Wesfleur school was almost a gravy train compared to the very deprived conditions and in fact what happened was we in terms of

material channelling we backed-off a bit with Wesfleur so that we could contribute more to the greater need we saw.. you know ...a school in Nyanga didn't have ceilings, it didn't have windows and didn't have electricity you know..... compared to Wesfleur, Wesfleur was like a mansion I suppose.

TAPE 11 Side 1

INTERVIEW: 23 SPORTSWEAR, Tuesday, 21 November, 1995, 10h00.
INFORMANT: Mr Singer, managing director, owner of the factory.

B1&2

0114. **Singer:** We're not really directly involve.....we.....
 ...we...areour staff have.....uh....undertaken to support a school in the form of supplying with, contributing some finance or some food...food parcel, whatever, and that's how they are involve and we said....okay, whatever you do, we match..that's what we're doing as a company. Because the staff initiated it, we said okay you're doing a good job of it, we'll support you, whatever you can do, we'll do the same.

TAPE 10 Side 2

INTERVIEW: DESIREE QUILTED, Thursday, 23 November, 1995, 12h30.
INFORMANT: Mr George Sinclair, Sales- marketing manager.

B1&2

0135. **George:** The company is not that much involved in joint activities with schools.....not that I'm aware of at this point in time. My MD would probably be the best person to give you an answer on that.....I would think as an average man in the street, very simply as I said, I think financial assistance is one thing to look at.....and as I said, I'm speaking personally....if it comes to the company that sort of contribution to the education system will obviously have to be taken at board level....because finances are tight, but on the other side I certainly think that we could help to educate the kids as far askeeping your neighbourhood tidy..... environmental aspects, because with in our industry, we have not a problem, but we have a product that we manufacture, that.... the fabrics are bio-degradable, but the fibres are not bio-degradable, now we can land up with tons of waste fibre in the back....that needs to be got rid of.....so we need to let them know about those sort of things. That's one aspects.....within the confines of lets say Atlantis, lets make them aware of that sort of thing...their environment is our environment, and if we mess up their environment, then this is another area where they could feed back to us, because they could bring to our attention thathere all is very well, but I

mean...S.A. Fine Spinners down the road might be pumping garbage into the atmosphere. These are the things that maybe the kids can get into projects at schools and do something about it.

On the type of skills the future workforce should be trained in at school level already:

0175. George: There is no doubt in my mind that the future of industry, whether we like it or not is definitely heading towards the computerised age. So, a knowledge of computers, and the running thereof even programming is vital, because its not just in the office situation, its also on the floor.....technical training and not just computer technical training, mechanical skills.... very, very important.... we got an enormous amount of machinery out there that needs to be kept running, one hundred percent of the time and so mechanical skills, most definitely. Supervisory skills, within the working environment, working with machinists, working with technicians, but above all, in my mind, my own view, the greatest skill any supervisor or any manager can have, is the ability to handle and work with people, because at the end of the day, a company falls or makes it on its people.

TAPE 11 Side 1

INTERVIEW: ATLANTIS DIESEL ENGINES (ADE), 24 Nov.1995, 13h00,
INFORMANTS: Mr Van Wyk (Personnel Manager) Ms Bosman
(Coordinator of the Social Responsibility Programme), Mr
Swanepoel (Industrial Training Manager).

B1&2

0490. Bosman: Eerstens gaan ek net gou, gou vir jou noem noem die RALI-projek (Responsible Action and Leadership Initiative)... 'n projek wat ons het...waar ons 60 studente neem wat leierskap potensiaal toon en dit is deur die sielkundige wat die projek loods, of wat die projek lei, plus die onderwysers is hierdie leerlinge of studente dan nou aangesê of aangewys wie sal dan deelneem. 20 uit Atlantis omgewing, 20 uit Tableview omgewing en 20 uit Langa omgewing...juis om hierdie drie kulture die geleentheid te gee om met mekaar te deel. Dit is 'n agt maande projek.....agt tot tien maande projek, waar hulle verskillende gemeenskapsprojekte ook saam aanpak en die groep is ook heeltemal geskommel..... Daar word 'n klomp "lifeskill" en "career guidance" en al daai tipe van dinge word in daai spesifieke groepe met hulle bespreek. So dit is 'n uitgesoekte, uitverkore wil ek amper sê....klein groep wat vir jou ter duisende rande kos, maar dit is nogtans die moeite werd.....ons het gevoel dit was nog steeds die moeite werd gewees. 'n Volgende enetjie is dat ons die top studente van standerd vyf tot matriek, eerste, tweede en derde in elke standerd, en dan gee ons ook 'n jaarlikse donasie vir elke skool. Hierdie jaar het ons dit 'n bietjie aangepas... ons het gesê hulle moet in 'n kompetisie deel neem

om meer geld daarmee te maak....dit is die R1000,00 projek... baie entoesiastiese terugvoering gekry van die skole. Opvoedkundige apparaat vir chreches en voorskoolse skole, die pre-schools.....werkswinkels vir onderwysers. Dan het ons twee "Adopted schools" projekte agter die blad en besig met een. Dit is dit..... Protea kollege hierso.... borg ons... ons is gereed om 70 studente te borg, maar ongelukkig gaan ons dit nie regkry nie, omdat so baie van hulle nie op standaard is nie, maar ons kan 70 borg.

0517. **Swanepoel:** Daar was wel geleenthede waar ons die.... van die Tegnieuse kollege se ouens blootgestel het aan die praktiese komponent in die Industrie....bv. hoe draai jy op 'n masjien... ons gee....daar is 'n ander projek ook waar skoliere uitgenooi word en dan word hulle gewys hoe word die masjinerie opset werk.

C. REASONS FOR AND LEVELS OF INTERACTION

TAPE 9 Side 1

INTERVIEW: ESKOM-KOEBERG, Wednesday, 8 November, 1995, 09h50,
INFORMANT: Mr Charles January, Human Resource Developer, managing
the social responsibility programme in the local community.

C1

0154. **Charles:** I think we....First of all as a business, we we're into a type of business that has a profound implication on peoples lives. We're an utility, in other words we're not just Business, but we are also... we have a very strong social and moral obligation towards each and every South African, and we think that by providing electricity to everybody in South Africanow that is a mission that is not only business-driven; there is a moral inclination to that as well, because peoples lives will immediately benefit from that. So when it comes to the reason why we do these things isfirst of all there is the moral thing to it; the other one is that if you.....as a business or as a utility want to be brought into it or accepted by everybody, then we should do it, as well. So to exist as a business we have to do it as well. We cannot have that 60% of people of South Africa don't have access to electricity. It is those types of statistics which is unacceptable to any business, especially with such a vital resource like electricity.....that is also very important. The other one is ...I think each and every business, manufacturing business in terms of goods, who wants to become a global player in terms of the economy opening up, could see Eskom as a vital partner in assisting them becoming competitive internationally; thus contributing to South African economy at large pulling in foreign investment...because our electricity is cheap, we can put up our products on the market

out there because it is so cheap, we really could become a world competitor, and I think if that is the view of these major businesses, Eskom.....they have to take cognisance of what we can give them and now then we want to be part of that pact.

On enhancing the quality of their Human Resources:

0184. Charles: I think business will rely in future on technology...and the improvement of technology...but ultimately if you can afford to buy a machine that cost you a million rand and the Japanese can afford to buy the same for a million rand, you probably would be able to produce something of the same quality...and so on, but it's the human factors that gives one company the edge over the other. So, although technology is available to everybody, human resources and the quality of human resources is not available to everybody. So, the difference eventually will become the difference our people make, and that is where we start our interests.

C2

0201. Charles: First of all I think that...uh..when it comes to...uh..time allocated for that.....we are not geared in terms of our business to do something like that on a full scale, we don't see it as a we don't make available that much of human resources to them. At the moment I'm the only person that is involved in it and I hardly ever get the chance to go around fully and visit all schools so that is...maybe something that have to improve. I'm not so sure whether business should see part of their core business to do that type of work, in other words that you would recruit somebody to do just that....and one can ask the question whether it is part of your core business to do that. One would like that community and business actually move closer together, instead of having one person maintaining the relationship between the two entities here.... and that organisations would feel free to come and approach the company with certain projects and so on which they identify. The organisation from their perspective sit and evaluate what it is, and then go in and then start sponsoring some of it. At the moment the need is actually that we have to go in and start working with the ...community and start identifying which is really get into the kitchen so to speak. You know...I'm not so sure whether we have the capacity to go out and do that.

On liaison with top executives in the hierarchy:

0227. Charles: What happen is that when..ah..ah..a project is been identified and to see what the spin-off and what value we get out of it...that is definitely not my only decision. I will take it and the evaluation of....an identified project would be evaluated here locally, first of all and then it goes up nationally to find out whether it fits in with the national criteria of what Eskom is all about. So you have the two criteria and in each you have the two

TAPE 10 Side 1

INTERVIEW: 3M-ATLANTIS, Thursday, 9 November, 1995, 08h30,
INFORMANT: Mr Ron Peffers, Plant manager.

C1

0204. Ron: That's a good question... what did motivate us....I suppose ..one got to understand that 3M is an American company.. its originally an American company but a veryits an international organisation, and 3M-South Africa is a fairly small portion of the total...you know we're almost irrelevant, and during the time you know....the sanctions here and so on, there was a lot of pressure on 3M to actually move out of South Africa and to put it into perspective if 3M-S.A. had closed down, it would not have been even a hick-up, it would have been less than halve of 1% of total 3M, so there was an enormous amount of pressure on the company. The feeling amongst a lot of people including the hierarchy of 3M ..was that 3M was actually doing a lot more good by being here than by pulling out. You know the influence of a company like 3M quite frankly flauntedyou know we never had black and white toilets and that sort of thing, and you know it was almost a challenge in the face of the rulings that pertained 15, 10 years ago.so there was a strong argument that we should stay here, that we should carry on, and for that reason we were one of the original people involve in the Sullivan Codeethics...the Sullivan Commission, and you know equal opportunity, non discriminatory factors in the workplace, that sort of thingThe Adopted-school thing...you know...we need to try and communicate with the community and in the Adopted-school programme seem to be a good way of doing that and ...we started off tentatively with one school in Jo'burg and then in Atlantis....and it seemed to go very well and it developed from there.....I think that was the thinking behind it.

C2

0243. Ron: Well interesting enough we use to keep accurate figuresbecause that was all part of the Sullivan audit.. we use to be audited each year3M as a whole not just Atlantis, but Atlantis were obviously part of the numbers, but it was not just the school program, it was all the other things we did, the social responsibility programme, but it was measured in terms of the time that was put in by management and also by the material benefits.....if you need the figures I can find it for you...they were quite massive, you know... many, many millions of rands on a country wide scale, but off the top of my head I can't....but it was management from top level downwards you know...for example the school in Atlantis under the Plant manager, under the senior guy here in Atlantis....and I was personally involved all the years that we've been involved with

Wesfleur. In Paarden Island Wilf Mieck, our regional manager, he was the guy involve and in Jo'burg the people who were involve are general managers or directors as well as other people.. you know we have a meeting that go way backokay here is a meeting held ten years ago ...those were the people from the school and the parents.....and then there were about five people from 3M....two senior managers and .. Derrick Louw was a sales supervisor....they were fairly senior people.....

On whether the ordinary workers knew about these programs:

0284. Ron: You know its perhaps a criticism we could level at the things was that wethe way it work, was wide open.. anybody who was half way interested, waswould have been invited to come along and a few occasions we did try to get people from shop floor level to be involved, maybe we didn't press hard enough. I think maybe they might have felt a bit uncomfortable with a school principal and a senior manager from somewhere else. I think perhaps up in Johannesburg its probably.... you probably got a wider scope of people because there are more schools and thus there's more scope for more people to be involved.

TAPE 11 Side 1

INTERVIEW: 23 SPORTSWEAR, Tuesday, 21 November, 1995, 10h00,
INFORMANT: Mr Singer, managing director, owner of factory.

C1

0136. Singer: We just felt that it's a worthwhile cause. We felt that if the staff are able to do it, than we should contribute towards it.

C2

0143. Singer: There is very little time for schooling....for involvement with schools....relations, or whatever you might call it. We don't take up too much time with it, because we are all involve in trying to meet our daily productivity levels.

TAPE 10 Side 2

INTERVIEW: DESIREE QUILTED, Thursday, 23 November, 1995, 12h30,
INFORMANT: Mr George Sinclair, Sales- marketing manager.

C2

0202. George: I actually don't thinkpersonal view again..
I don't think it should be isolated to any one.... I think

very simply, as my MD always says.....he might be the MD in name, but as far as he is concern, he is one of the people who works at this plant, yes he is responsible, etc. etc., but at the end of the day...if he doesn't work with his people they don't work with him and vice versa. So I believe that it should be, whatever project or involvement with whatever school, should be filtered from the top all the way down.....or maybe...sorry I'm gonna talk against myself here, as I've seen in a.....in Pick an Pay.. just as a matter of interest....where a project which actually been started in Kraaifontein, a nature garden by the actual physical packers on the floor brought this forward to Pick an Pay Hypermarket Brackenfell, and it was actually started by them. So it doesn't have to come from the top, it can come from the floor as such.

On Elsie Thomas's involvement with one particular school:

0224. **George:** You see....there...there you're telling me something that I was not aware of, and that is exactly why I said what I said...it doesn't have to start at the top, it can start anywhere.....

TAPE 11 Side 1

INTERVIEW: ATLANTIS DIESEL ENGINES (ADE), 24 Nov. 1995, 13h00, INFORMANTS: Mr Van Wyk (Personnel Manager) Ms Bosman (Coordinator of the Social Responsibility Programme) Mr Swanepoel (Industrial Training Manager).

C1&2

0540. **Van Wyk:** Well, you know....I think the decision-making obviously from a policy point of view is done by executives after the motivation from people like Sakkie and Lizelle who handles the programs. So, by the nature of things the involvement of executives, senior management, is limited to..... you know... to deciding on the policy, how much money should be budgeted and clearly what the results are...the results are always extremely important because we want to know..... so, from that nature... that's how business works anyway. The time spent by executives in the programme could be the delivering of a speech somewhere at a function, like the RALI, or with your handing out of donations, but the real time is spent by people like Lizelle and Sakkie, but particularly Lizelle is spending an enormous amount of time, both company and after hour time with these projects... One of major company objectives is our Social Responsibility towards the community, which include a number of things, but the major program of our Social Responsibility is handled by Lizelle in terms of the school's needs.....generally education you know goes further thanthere are bursary we give to children there are apprentices that Sakkie appoint....we have a range of.....prioritiesfirst being the children of people working for ADE and secondly you've got to be Atlantis-based, in that way we brought children technically from Atlantis as well. Sakkie spends a lot of time on interviewing aptitude testing going through all those processes and evaluating and finally selecting apprentices for example that may include children, and

very simply, as my MD always says.....he might be the MD in name, but as far as he is concern, he is one of the people who works at this plant, yes he is responsible, etc. etc., but at the end of the day...if he does'nt work with his people they don't work with him and vice versa. So I believe that it should be, whatever project or involvement with whatever school, should be filtered from the top all the way down.....or maybe...sorry I'm gonna talk against myself here, as I've seen in a.....in Pick an Pay.. just as a matter of interest....where a project which actually been started in Kraaifontein, a nature garden by the actual physical packers on the floor brought this forward to Pick an Pay Hypermarket Brackenfell, and it was actually started by them. So it does'nt have to come from the top, it can come from the floor as such.

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Training Manager).

C1&2

0540. **Van Wyk:** Well, you know....I think the decision-making obviously from a policy point of view is done by executives after the motivation from people like Sakkie and Lizelle who handles the programs. So, by the nature of things the involvement of executives, senior management, is limited to..... you know... to deciding on the policy, how much money should be budgeted and clearly what the results are...the results are always extremely important because we want to know..... so, from that nature... that's how business works anyway. The time spent by executives in the programme could be the delivering of a speech somewhere at a function, like the RALI, or with your handing out of donations, but the real time is spent by people like Lizelle and Sakkie, but particularly Lizelle is spending an enormous amount of time, both company and after hour time with these projects... One of major company objectives is our Social Responsibility towards the community, which include a number of things, but the major program of our Social Responsibility is handled by Lizelle in terms of the school's needs.....generally education you know goes further thanthere are bursary we give to children there are apprentices that Sakkie appoint....we have a range of.....prioritiesfirst being the children of people working for ADE and secondly you've got to be Atlantis-based, in that way we brought children technically from Atlantis as well. Sakkie spends a lot of time on interviewing aptitude testing going through all those processes and evaluating and finally selecting apprentices for example that may include children, and

do include children from Atlantis. Lizelle spend an awful lot of time with schools generally...she serves on committees... so, there is a lot of time and money spent on it, apart from the actual cash donations.

On what motivated ADE to do it:

0566. **Van Wyk:** Well, that's very simple....we're in Atlantis-based, so, we're the prime employer of people in this area... and you should know the company was put down in Atlantis not because we wanted it here...we would probably preferred it to be in Montagu Gardens or Epping.....but it was put here to create employment. So, by creating employment we draw people from Atlantis, and by drawing people from Atlantis, we obviously are looking for the right people from Atlantis, and the one way of ensuring that eventually from a grassroots level, that you get the right people educated, because eventually, the youngsters in the school now, we hope as Lizelle has said earlier, through our support programs and through Sakkies' programs in terms of the apprentices and also technicians and so on and so on..... you know, they come and work for this company. In that way we serve the community, because we want the community to derive the benefit from the company being in Atlantis..that's why we do it.

D. CONSTRAINTS THAT HINDER AND FACTORS THAT SUPPORT EBP's

TAPE 9 Side 1

INTERVIEW: ESKOM-KOEBERG, Wednesday, 8 November, 1995, 09h50,
INFORMANT: Mr Charles January, Human Resource Developer, managing
the social responsibility programme in the local community.

D1

0236. **Charles:** I think some of the constraints that we have is that from a national perspective there are certain criteria that has been dictated to us. Now when you have a bit of a central body that is far away removed from your local people the criteria that they often spell out doesn't always fit in with the criteria down at local level. So one would love to see that type of administration rather be delegated down, so that the money could be applied according to the local needs of the people that you have here. The other....and this is more a personal theory that I have and that is a difference between putting heaters into a school while a school in KwaZulu ...people are teaching under a tree. Then I would rather say...you at least have a classroom there, the teacher in KwaZulu is teaching at the moment under a tree. When you looks down from that point I would rather say.... Let's not apply that type of money now...the more money is up ... stay at headquarters, more money could be pump down into KwaZulu

Natal . So one have a moral obligation to sort of says... I can't go here and ask for paint for the school or to put on a new roof, if it is not really necessary while other people down there don't even have the basic things..... So those are some of the constraints one have.... there are other places that is in much bigger need really than what we have.

D2

0255. **Charles:** The other.....is that we for instance have made money available to a school Goede Hoop in the Malmesbury area. We gave them books via a NGO with the name of READ and we gave them books to the value of R70 000 which one would think that is a major investment especially in education, but now the government refuses to upgrade the building in which these books have to be put out. Now I think from our side when we do the investment it was promised by the school by the Department of Education that they would renovate the building and we would come and we will give the books. They on the last moment turn around and couldn't fulfil their promises. So the books are there... we've...our part of the agreement...the books are there.. but in boxes. Now that is some of the things that actually frustrate me. I now have to go out....now I can say that I've done our side and I'm not prepared to continue with it. My next move now is to get some of the scrap material around.....what they throw out here, try to get my hands on it and donate that to the school....make the shelves so that the library could be established. But what is happening now is that I'm moving much deeper than what I have originally anticipated..... I am now into putting shelves up and so on. I don't really have the manpower to go out and put up shelves and things like that. The other one that we have is that a human resource.....sorry... a Teacher Resource Centre was to be establish in Atlantis. We made available I think almost between R40 000 and R50 000 ...again government was suppose to provide the building and upgrade the buildings that was identified and then this particular Resource Centre would have been established...that was almost about a year and a half ago. The money is been donated to the organisation that is suppose to do that, but the government hasn't come forward. So again we have one side doing their bit and you have the community that is not coming from them...now I'm not saying its the community's fault...the community rely on other stakeholders to bring their sideunfortunately in many cases its the government and so often what happen is the government can't produce.....

On the Government's role: The idea of a Tripartite Partnership.

0289. **Charles:** Exactly...its no way that we as an organisation here can give the school, can give the building, can give the furniture and..... I don't think that is what the relationship..then its not a partnership...I think it then borders on hand-outs and which we don't.....we see...we want to

collaborate with other stakeholders as well. At the moment that is not our feeling.

On how to convince the Government to play its role:

0296. Charles: I think maybe ..this is some advice I can give to our community leaders..is that if a government agrees on something that they should give some letter of a commitment, in other words when they've decided that .. and from there, come back to the organisations, and let the organisations know that the other stakeholders which they, the community leaders claim are in it, definitely in it. At the moment, you have this... I think your community leaders first of all look at business and I might be wrong, it might also be that the community expect your Business to do too much, because even if the government doesn't fulfil their side, the private sector would come and do the catch-up.. and I don't think that in practice is how it should work...I think they should say..Okay, you promise us that, give us some letter of intent or whatever so that we can take that to the Business and says the Government promise me, here it is, and then we can start working from that side....You see, we do take the community's word for what they say, we don't always first ask for proof and things like that, but I think community in future when they come and approach an organisation must make sure that the facts that they have on the table are indeed validated, and that the Government will deliver.

On schools setting clear objectives:

0314. Charles: I think that the school must sit down and really define exactly what their objectives are, and then says..okay ... if we have to break this up into three or four parts, who will be the people that we would involve in this....and this would have to dovetail at the end..... and feasibility studies have to be done and financing studies have to be how we think it would be and when its said that we should not only take people's word for it... politician's word for it...we must pledge and say this is my contribution. So when the whole package is put together, I think one should actually try and get all the key people in together into the project. Because at the moment what happens is they come to us for one side and we have done our bit, then they go to the government and the government do their bit, but never the three....the stakeholders sit together and says this is what should happen. Putting something like this together..again we cannot do that, we don't have the infrastructure. I think the community should say this is what needs to be done.

0332. Charles: Uh..m...yes I think to answer a question like thatmaybe its just speculating.....I didn't go out there and monitored these things simply because that is never our intention

to go out and buy goodwill. I must say in the change of...on relationships between communities, schools....that is... and Business, I think that Businesses had benefitted more, than what the communities had benefitted. I think Business in the past was always of the opinion of...once they have been given the right to do business, they don't owe their communities anything. I think they have grown and they have reached a level of maturity now that they have started accepting that they are an extension of the community and not that they are a foreign body that moves into a community. So from that perceptive, I think Business have learnt more, and grown more in a relationship than the community. As far as the community is concern, I think there is a little bit ofits about time-feeling that the community have.... but rightfully so...because Business in the past didn't do anything or didn't do a lot for the community.....But I think the community doesn't have a feeling of revenge or its about time you keep on delivering... I think they are glad that Business have come to realise that there is a community around them and from that side I think apart from saying welcome in our community.. in our fold, they are also saying thank you very much for what you are doing for our people.

TAPE 10 Side 1

INTERVIEW: 3M-ATLANTIS, Thursday, 9 November, 1995, 08h30,
INFORMANT: Mr Ron Peffers, Plant manager.

D1&2

0307. Ron: It probably needs to be driven a little harder, possibly on both sides.....I think weI think in the post election era, everybody sort of felt... ah well, everything is fine now, we've all relaxed and there isn't the same driving force that we possibly had a year or two ago. That not withstanding, I don't think there's any serious problems.... we like to think that we got a good relationship, particularly with Wesfleur, but we would like to think that we are approachable by any of the schoolsif they got a problem, we listen to it, we try and help them if we can andjust the other day we had a visitation from three young ladies who were doing a project onthey wanted to see how a business work..... they spent a couple of hours here....You know, I think the attitude is that its got to be one of openness. We saw the BIC as a very positive step and from a personal point of view I would like to see that cultivated to a greater extent... I was glad to see that the schools were involved with that and projects, with displays and so on. So..ya it needs to be driven a bit harder...I don't see any major problems...there's no...we don't have any confrontational problems or anything like that.

0333. **Ron:** The emphasis is still there..... our social responsibility program still exist.... we still allocate a certain percentage of our gross income to so-called social responsibility. Having said that, I think perhaps the emphasis has changed a bit, whereas previously in terms of the dictates of the Sullivan Commission we were required to concentrate our efforts...or a certain amount of our efforts outside the 3M environment. I think now we have a lot more flexibility.....we have a thing that charity possibly begins at home, and....u.. uh....I would not say that this is official policy, but I have noticed that there is now more....that effort is more channelled to our own people.... things like educational loans and that sort of things, but fairly readily available...you know as whereas before there was a bursary, it might have gone to Joe Soap out there in the community, now we certainly would consider that the right candidate is somebody who belong to 3M or 3M family we would certainly consider that.....But no...you know...no real change.

On getting persons other than teachers into the classrooms:

0354. **Ron:** Education is a very broad field.....you know what you learn in a classroom is a very small part of the total educational make-up. I think what you suggest is extremely relevant and would be of great interest possibly to the pupils, certainly at a more senior level. I think it is an excellent idea.

On taking children out of the classroom into industry:

0368. **Ron:** I also think that is a commendable idea..... within.... with some constraints, we can't have a whole class of thirty pupilsin a factory, that could be problematica small group of three, four or five at a time, it might be of interest to all concern.....Well you....you have this work-shadow concept and I think that's an excellent one, because, you know...the world of schooling and education is a very cloistered sort of environment.....its a bit remote from the real world... I often think, and I think its a good idea to expose children to the realities of life.

TAPE 11 Side 1

INTERVIEW: 23 SPORTSWEAR, Tuesday, 21 November, 1995, 10h00,
INFORMANT: Mr Singer, managing director, owner of factory.

D1&2

0156. **Singer:** Well, you know, we look at our involvement as

promises of donations....we don't think of it or look at it as involvement with schools. So at this point in time, that is what's happening.

D3

0162. Singer: Well, it's a difficult question to answer....I think.....everything is relative...when we're talking about being relative, we're talking about.....we have to support the society in which we live inso, whether the schools, or hospitals, or churches, or anything like that, we try to support when we can and as much as we can...Now all that has to do with economics.....you know....if business is good, you've got more funds available for that type of thing... where business is not so good, we have less available for that type of thing. We do try to assist the community in which we are living in.

On the difference between the involvement of big companies and smaller companies:

0182. Singer: I think that is exactly what it is. They haven't got the resources....From the human aspect, in other words from your staff availability....because normally you set aside personnel to do that type of thing.....when you get into the smaller companies, you haven't got the type of overhead structure to allow for it..so, therefore we have less of that type of thing in a smaller operation.

On the issue of setting up structures where smaller companies can just slot in, would he consider getting more involved?

0193. Singer: Again, its a time factor...you know.....when you have..if you're a smaller operation, you must remember this is....I class this as a small operation...uh....myself,.... on the administration side of this company we have three people, and we have 160 workers, so if you look at the ratio, you know... it's not right.....when you have a bigger company, where you have maybe a 30% ratio of management or admin side compared to workforce...you follow...so, when you're limited on your admin side, you can barely cope with what's happening with your existing situation besides taking on additional responsibility or additional interests.....When I say I'm a small operation, I mean.... in the clothing industry, we are one of maybe 10 000 of a clothing manufacturing company, and in this clothing manufacturing company.... as I've said to you the staff ratio... we are a working factory, where we are labour intensive, not machine intensive.

On training in certain skills at an early stage in the schools:

0226. Singer: I think most schools have these various uh..uh....activities for school leavers, where they go through a test or so.....have you got enough of this or that, or they have some times education for them to fit into certain skills or jobs. In our industry, we have mainly labour intensive, in other

words, people work with their hands more than they work with their minds. So we pick up the people who do not wish to study further, in other words we're having machinists, people who can sit down behind a machine all day and just push a job.....they don't have to think...they don't have to apply their brain for specific skills, other than the people who are in charge of supervising the workforce, which is maybe 10%you have a supervisory skill over the 90% of the workforce. But any person looking for a job.....I come back to my opening statement.....any person applying for a job...I think the primary...things that are needed from them, is that they have to be disciplined, people come to work as they like, when they like and how they like, because they've got a job....that is totally unacceptable, so discipline will start in the school which will filter through in their later lives and they would know...if I take on a responsibility I must see it through...These are my requirements, my restrictions and for that I can work within that ambityou can't write exams when you feel like writing it, and you've got a certain time in which to do it, you haven't all day to do it...so all these various aspects, from youngsters until they leave the school must be trained that I am now going to have my own income I have a job to do whatever job I get, my primary requirement is to be punctual, to be disciplined, is to take instructions, not to be cheeky....etc, etc. If that comes out of a school, schools are doing a tremendous job for starters...I mean we've been through a helluva bad period here, where kids were not going to school, or where they were destroying the school.....and that filtered into the family, and the families took the same thing about their jobs....you know....bugger this.....

On the question of dignity of work irrespective of what you do:

0268. Singer: That is a primary requirement.... I mean which people don't realise...its so simple ...its taken for granted and when it comes to the actual involvement, then you find that these people are just absolutely unusable....you cannot....they might be intelligent....they might be this....they cannot.... but they are undisciplined, so you can't work with them...you follow... so that is your priority.....with any manufacturing organisation who wants to get involve with the schoolingand say... Okay I wanna get a worker,....a youngster come and work for this company...that kind a guy must have discipline as a priority... that's his first and earthmost thingand then obviously, self-pride.....you kids come into school, they must be proud that they belong to that school and they come to a company, they must proud to work for that company, and not I come to this company because I need a few rand, and end of the week I get a job somewhere else.....that is out, I mean.

TAPE 10 Side 2

INTERVIEW: DESIREE QUILTED, Thursday, 23 November, 1995, 12h30,
INFORMANT: Mr George Sinclair, Sales- marketing manager.

D1&2

0231. George: I think, I first of all got to say that the first thing that I mention....and that is very simply.....is always money, because lets be honest, as much I hate acknowledging the fact money makes the world go round....okay..... so financial constraints are definetly something that stand in the way, but they should not be a reason for not getting involved, because if the school doesn't necessary look for money or financial support, then there are other ways of getting involve.....other reasons why we not getting involve...time is a problem. Manpower would be a good one, yes, very simply because we run very very lean.... we do not believe in retrenching ... we never have, and its very very difficult to have 140, 160 odd people at any one time, concentrating on their job, and physically wanting to be involved in something else...so ja, manpower is a constraint.

D3

0254. George: With the interaction between students and teachers, I believe that any person can learn from any person, alright.... so the answer is very definetly yes, obviously depending on the personalities involved. Because if you do got outgoing personality and people who really work hard in the community...ja... then I do believe it could affect.....not necessary the running of the company....but the ideas that seems to come up in brainstorming sessions, where you can land up helping one another....As you help the school, so the school could help you by coming up with ideas, that might sound crazy at that point in time, but they will. The one area where I definetly believe that they could changeI wouldn't say change.....I would say uplift the environment within the business, would be on a personal level, in other words people contact....very simply people contact. The more we in this country are prepared to talk to anybody and everybody, the better we're going to get on with one another. But I think that is a problem still there in society, its going to take a long time to get rid of.....it doesn't matter who you are, we can get on with one another, and I believe that can rub-off on the people on the floor and on management.

TAPE 11 Side 1

INTERVIEW: ATLANTIS DIESEL ENGINES (ADE), 24 Nov.1995, 13h00,
INFORMANTS: Mr Van Wyk(Personnel Manager) Ms Bosman(Coordinator
of the Social Responsibility Programme) Mr Swanepoel(Industrial
Training Manager).

0580. Van Wyk: Alright, I'll give you just overall from the business point of view and then Lizelle and Sakkie can add from the difficulties that they experience in terms of the specifics. From a Business point of view ...uh..... the obstacle that we experience is ...uh... first of all ...I speak from experience.. we found, because its ADE and because ADE is the prime employer, ADE must always take the lead, we don't always get the right and same support from the other companies....there are lots of other companies in Atlantis. We sometimes get to the point where we get fed up with this and say..."hell, why should we do all of this.." But that immediately put a constraint on the amount of money that we can budget, because we're going through difficult times. Right now Mr Cicero....the company is going through extreme difficult times, because of the economy out there, the rules for exporting and importing, engines are going down.....Bosal was probably going to close down, and a lot of people are going to loose their jobs, you know things like that....it immediately put further pressures on us, so we want to help from a business point of view.....but the constraints are on the economy, major number one....because ultimately we need to be responsible to the shareholder, but we review this on a constant basis, and see what we can do.

TAPE 11 Side 2

0628. Bosman: In die eerste plek, ons het die geld om bv. 70 studente te borg by die Protea Kollege. Ek het nou lanklaas in my lewe so 'n geweldige teleurstelling beleef soos met daardie studente, hulle klasbywoning is absoluut skokkend, hulle gaan klas toe dan gaan speel hulle snoeker, die hele dag deur, dan woon hulle geen klasse by nie; hulle skryf dood eenvoudig nie klastoetse nie, dan verwag hulle aan die einde van die jaar dat jy nog steeds moet betaal vir hom om eksamen te skryf; 'n derde van die studente wat ons geborg het..... het gedruip waaroor ons baie, baie ongelukkig is. Jy weet, 'n mens voel teleurgesteld daaroor. Toe ons ons beursreëls heelwat strenger gemaak het om hulle te keur, 'n sekere persentasie van hulle verwag om te handhaaf deur die jaar40% in toetse... 90% klasbywoning, toe word daar vir ons 'n boodskap terug laat weet, dan kan ons maar ons borgskap iewers anders gaan gebruik, want dan stel hulle nie belang nie, want hulle wil nie so baie klas bywoon nie. Sulke dinge is nogal vir 'n mens.... maak jou klaar. Goed, en dan....het ons deur 'n moeilike tyd op 'n stadium gegaan met onderwysers wat vir my ongemotiveerd was, maar was daar ook simptome van die hele omwenteling in die land. So, dit het bitter lank gevat, ons wil vorentoe beweeg, ons wil dinge doen, ons kon nie. Onderwysers was nie regtig gemotiveerd nie, het nie belangstelling getoon nie. net nog een ding wat ek wil noem, ons het op 'n stadium belang gestel en ek het die hele ding na gevors om twee Hoërskole te voorsien van laboratorium-toerusting. Van jou Wiskunde en Wetenskap studente het 'n bietjie meer blootstelling geniet in die SkeiNat klas en in albei gevalle het die Wetenskap onderwysers vir ons gesê hulle is nie rêrig geïnterreseerd nie. Wat ook vir ons vreemd was, en dan dink ek

ook dat daar 'n geweldige groot leemte in die Wiskunde wêreld is, maar dit gaan mos nou aangespreek word.....daai groot Wiskunde projek.....ek het gehoor bv. toe Eskom van hulle studente stuur vir die TechPrep.....ons het ook daai program oorweeg... toe is die kinders 'n ent voor die onderwysers...toe is daar konflik in die klas, want toe kon die onderwyser nie die standaard handhaaf wat die kind gehad het nie, maar daardie behoefte word nou aangespreek. Maar ons het nodig dat die onderwyser gaan inklim en sê maar ek gaan vir klas myself. Die fondse is nou daar, maar dan moet hulle dit bywoon, hulle moet dit van hulle kant af sê, "...al moet ek dit na-ure doen, dat ek gaan inklim om myself op standaard te bring".

Oor ongemotiveerdheid van onderwysers miskien omdat hulle so min weet wat in Industrië aangaan:

0694. Van Wyk: We....we're susceptible for that type of constructive criticism. In as much as we say that if that is the reason, than tell us.....you know.....give us ideas....It would be no problem for us to organise....you know sessions and visits...and lectures.....if that is the case....We could provide and are willing to provide.....there's no problem. That type of programme [secondment of teachers to Industry] we would definitely consider....we're susceptible to that.It was a disappointment, but if the reason for that, the cause of that, is what you said it is, we're willing to tackle it on that basis.

0715. Bosman: We have written letters to the four Secondary schools, to the science teachers, and we 've invited them to send a group of their best students or students in their classrooms who show... who really show potential, to shadow William Soekoe in the lab....I got one name...got feedback with one name.

On how satisfactory existing relationships are:

0727. Bosman and Van Wyk: There's room for improvement.....with the scholars with the students.... The willingness is there from ADE's viewpoint...they just seek the co-operation from the schools and the teachers.....and the students....Die skole is al beter...die laaste jaarhoe sal ek sê, ons het verlede jaar deur 'n baie swak tyd gegaan. But generally speaking we can say that the relationship can improve....dit kan nog beter.

On how to improve the relationships:

0739. Van Wyk: I think you know, what we're saying.....Mr Cicero ...you know, its like taking....the old story...jy vat die perd na die water toe, maar jy kan hom wragtig nie maak drink nie. I'm quite open and frank about it. We're willing to help; We are totally committed to the RDP program of the government..... this company; we've got an extensive EOP programme under Sakkie's leadership everything we will provide, but we are saying that is how far we can go....we really can't go and take the guy

by the hand and say...."kom nou, kom nou...saam|" We're saying if there is a basic programme like you've mentioned with the teachers and their knowledge of the economy...we are going to address that, but I don't think that we can do more than that. I think we do more than enough.....say..."here we are, we're willing to do it, we've got the resources, we're committed to do it, but now we want to see something from the other side".

D3

0765. Bosman: Ek neem aan jy kry dit seker onder... by individue op hierdie stadium...om dit te meet is seker moeilik.

0767. Van Wyk: From a productivity point of view, I would say no...no change....nothing discernible....you know.....because I don't think the program is remotely large enough to allow that sort of thing.

0771. Swanepoel:ons het nou net ons onderhoude afgehandel vir volgende jaar se inname vir vakleerlinge.....van dié groep mense wat ADE gehelp het, is daar van hulle op die kortlys die persone wat wel deur ADE ondersteun is, om dan nou verder te studeer, het ons geïdentifiseer as kwaliteit mense toe daar aansoek gedoen is vir ons vakleerlingskap.....ek dink wat opleiding betref, is dit sterk waarneembaar.

E. EVALUATION

TAPE 9 Side 1

INTERVIEW: ESKOM-KOEKBERG, Wednesday, 8 November, 1995, 09h50,
INFORMANT: Mr Charles January, Human Resource Developer, managing
the social responsibility programme in the local community.

E1

0351. Charles: Unfortunately that is something that we didn't do or we don't do...it is surely something that we have to do.....
Uhm....because we don't havethe relationship is not a mechanistic one... its notwe don't want to prescribe... its like being in a marriage.....I don't think you have a criteria when you evaluate a relationship with your wife....you don't do

it is such a mechanical way....I would like to believe that because of the relationship between..... that the community will always felt free to come out and talk to us and whenever we could get involve in community projects we like to get involve and also the community also feel free to approach us...its not a feeling that maybe we should not come....and I think that is a sign of a positive relationship. Being in nuclear, obviously we need the community on our side, even if everybody else hates us, at least the people around us should love us.....I think if we have not been doing good, the community would stand up and say close this place down, because nobody...or anybody who doesn't trust the nuclear-power station standing in their backyard and don't trust them, can sit down and not do anything about it.

On networking with others in setting up programmes for joint activities:

0370. **Charles:** I would prefer to answer that question from a personal perspective and not as..from my capacity as an Eskom employee. I think ...um..the relationship between.....on the track of the question you ask....should become more intense. I'm not convince that our present management that we have at the moment feel exactly the same. But like I said that is a personal feeling...I think they have a much moremore business-like approach to the community and they come from a very business-minded, very thinking in business-terms type of interaction with the community, where I think when it comes to the community you should come from a very strong emotional basis rather, and I think this is slightly a bit under developed at the moment.

On meaning of community:

0385. **Charles:** We would like to see thatuh...because of the nature of our industry, first of all, the community have to support us...there is no way that we can ignore the other needs of the community. What I have to say also, apart from most of our people come from the surroundings here, so when we do something for the community, we also do something for our people...and when we do something for schools, we're doing something much more strategically important in the community than just assisting another feeding scheme, because what we do there is that we're building capacity in the community that will keep on producing and the best part of that is that we will benefit from that on the long run...so, from a business perspective it just make sense. Some other projects that we're busy with is... in the communitywhen Radio Atlantis started, we were involved with Radio Atlantis as well...but the point is we would not say to the community of Atlantismaybe you should try and get a radio station here....that is something the community have to decide... what are the needs, what are the things that they want. Once they have identified it...achieving that, we can become apart of the partnership....but we're not in the business of prescribing to the community what their needs should be.

TAPE 10 Side 1

INTERVIEW: 3M-ATLANTIS, Thursday, 9 November, 1995, 08h30,
INFORMANT: Mr Ron Peffers, Plant manager.

E1

0381. Ron: Yes, I've got to...to look at it ...at a macro-scale... and say yes....3M does...you know when there is an annual review.....there is the audit, which incidently still goes on, its no longer called the Sullivan code.....its still an annual review and its 3M stated policy and we must get a high rating...so...you know its gotwhat we do its got to be auditable, and as I say that's on a company wide scale - 3M-S.A. Yes, its constantly monitored and up there they have a committee that sits once a month.....its driven from the top. Quite honestly this goes back to the bad old days, if you like, where you know ...the threat was that if we didn't get that sort of a rating, we might well be closed down. So, you know, some was altruistic, but some was pressure right from the powers that be and Uncle Sam.

TAPE 10 Side 2

INTERVIEW: DESIREE QUILTED, Thursday, 23 November, 1995, 12h30,
INFORMANT: Mr George Sinclair, Sales- marketing manager.

E1

0284. George: Oh yes, very definetly....otherwise I don't think there would be any object in physically doing it. How to do it is always for me the difficult question.....How do you evaluate? My boss believes very simply ...you can evaluate anything and everything. So, the answer is yes, How.....by the growth of the company ...number one....that's got to be a factor; by the growth of the people within the company...number two....by the community's overall view of the company that's involved.....and I'm not just talking of school here, I'm talking of the physical community that is involved in that school, fathers, mothers etc. And I believe we could also monitor it over a longer period of time in the education of those children...but maybe also management getting involved in counsellingand I'm not just talking job counselling here, I'm talking counselling, whether it be spiritual counselling...if you got people like that in a business, why not get them involve.

INTERVIEW: ATLANTIS DIESEL ENGINES (ADE), 24 Nov.1995, 13h00.
INFORMANTS: Mr Van Wyk(Personnel Manager) Ms Bosman(Coordinator
of the Social Responsibility Programme) Mr Swanepoel(Industrial
Training Manager)

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0785. **Bosman:** Ek doen nooit 'n formele evaluering nie...Ek gaan dwarsdeur die jaar....stap ek 'n pad met die skole.....Nee.... ek het nie 'n spesifieke kriteria wat ek volg nie. Jy weet so 'n tipe vorm wat jy invul nie...Nee. Ek doen verslag jaarliks aan my Personeelbestuurder of ses maandeliks selfs oor my projekte, maar nee....nie so intensief oor my verhouding met die skole nie.ek is daar, ek is sigbaar..... as daar seker dinge is wat 'n skool wil hê ek moet vir hulle kom doen, en hulle vra my dikwels, dan sal ek dit vir hulle doen.

0800. **Van Wyk:**the relationship between ADE and the teachers grows continuously by the nature of Lizelle's work.. that's unquestionable.

0804. **Bosman:** Byvoorbeeld een of twee seminare wat ons doen oor motivering met die onderwyser homself, dit is vir hulle 'n geweldige inspuiting..... positiewe verandering in daai hele span van personeel. Ook om hulle gedagtes te verander oor fondsinsameling...dit klink nogal oppervlakkig, maar dit is nie, dit verander nogal iets in die kultuur van so 'n span.

0810. **Van Wyk:** Kom ons vat die Adopted School as 'n voorbeeld. Jy nou al jou tweede skool. Obviously the relationship with that school is nursed and really is nurtured and grows tremendously. Ideally if this company is making a R100 million profit a year than we would have adopted all fourteen or fifteen schools, including Pella and Mamre would have been on the same basis between..... you can do a lot more. But Lizelle does only one school, because first of all there is tremendous time involvement on her part, and of course the constraints of time.

0820. **Bosman:** Ek moet sê ons het 'n baie goeie pad met Pella en Mamre geloop, ten spyte van die feit dat ons hulle nie aangeneem het nie, omdat hulle so swaar gekry het.....elke kwartaal het jy so 'n gesprek [met die skole in die Adopted School Program] rondom 'n tafel, met die skoolkomitee, die skoolhoof en ek. Maar dan is dit ook nieons kyk nie altyd.....ek moet dan nou in dieselfde asem sê na wat dit vir die Maatskappy beteken nie. Daar is op die ou end resultate.

0832. **Van Wyk:** Ja, maar ek meem daai..... jy weet dit is hierdie bedekte betekenis wat mens kan sit en sê okay wat beteken dit vir ADE....ons doen dit nou nie volgens 'n formele stelsel nie, maar jy weet ons weet altwee van ons besef.....daar is 'n impak. Ek dink ons het ook die punt gemaak dat die program is so klein dat

overall impact on the most important area of ADE which is productivity, is not measurable.

On the potential for future constructive profitable partnerships:

0858. Van Wyk: Ek dink ek het vroeër aangedui dat ons is heeltemal we're susceptible to a partnership which would at the end of the day would benefit the parties.....the development of that partnership and the pace of the development of the partnership would depend on the constraints that we have already mentionedwe don't have a difficulty in setting up partnerships with schools, if there is going to be a payback on the investment for both, obviously it would be for the schools financially for the students and on the other side for ADE. But, you know, I admire what you are trying to do, because I think what you are doing is something so foreign, alien to this country, that it is going to be very difficult to achieve..... and I know you're talking about the US and the UK....forgive me if I say that Mr Cicero.....but it's a very very difficult sort of objective that you are trying to achieve, it's very admirable, but whether it would be attained in a short time or even in the immediate time is very questionable.....because you're asking masses of involvement, you're asking time, you're askingits got to be finance....because this is the greatest need, while at the same time, you got a time here....and I don't have to tell you.....there are lots of people without jobs..... the crime rate is just soaring....there are massive social problems.. and we bring this into the plant....the question is where do you start. What's first. Everything has to be address.

0895. Bosman: Ek dink jy is heeltemal, 100% op die regte pad in elk geval.....dat 'n mens iewers mekaar se hande moet probeer vat, dat die produk, die persoon wat opgelei word, dat hy vir jou op die ou end 'n kwaliteit mens is wat kom aansoek doen vir werk, met die regte agtergrond. Dit is baie waar, die meeste studente is B.A. studente wat jy niks mee kan doen nie.

0899. Van Wyk: Jy weet, mnr Cicero.....wat ons gaan doen, nou... en Sakkie is intens gemoeid met hierdie ontwikkeling. Waar ons wil mense uit Atlantis neem, en obviously gaan dit studente en skoliere ook insluit, waar ons vir hulle gaan doen wat ons noem "Pre-employment training". Ons gaan hulle hier in die fabriek inneem tot en met drie weke.....of so veertien dae.....wat ons hulle gaan oplei hier en 'n hele reeks of generic types of training, otherwords not specific training, and those people will write a test and at the end of the day we will create a pool out in Atlantis from which we will draw all our future labour.... when the people eventually do come in and they're recruited then they go for specific training in the discipline that they have been employed. Now that is the sort of things that we do now, without spending a lot of money, other than time. So, its money in the end but we're not handing out cash. Surely, Sakkie, that that would impact on schoolleavers, those that come out of the school, matriculants.....they become part of a pool waiting to be employed. So, thats one of the areas that we are now launching in January.....February.

0928. Swanepoel: Dit is hoofsaaklik gemik op mense wat sal belangstel om in die toekoms vir ADE te kom werk, dit kan ook skoliere insluit, maar dit is nie nommer een gemik op skoliere nie. Dit sal ook mense insluit wat dalk werkloos is, of mense wat selfs werk, maar wat dan na-ure die klasse kan bywoon.

On allowing staffmembers into the classroom learning the children about the world of work:

0940. Van Wyk: Once again.....we support the principle and the concept, we don't have a problem with that, but it always comes down to the resources, what are the resource required....and what is the amount of time involved....for example....if I take Sakkie here. Sakkie is our Training Development man....he's got to instruct them....right at the outset, they are the people who would be able to do that, but it could also be our finance man, it can be the Personnel man, the Technical man. When it comes to the time situation and the process that the company is going through in its own restructuring where we are reducing staff all the time, I'm talking salaried staff.....where you say what are the times involve here. Sakkie is in charge of all the training, internally our own people and he's got his target..... he's not even reaching 15% of that target because the people cannot be released, because they are required to produce. So, when I'm saying yes, we are supporting the idea, it comes back to the resources.....people must be released, can we do that, can we afford that. So, it always comes back to the constraints of the resources. But if its whether we support such a program..... yes we do, but I'm not committing myself.

0957. Bosman: One of the High schools invited us to do it....and we did it. I and the clinic sister went there. What is it to work in an Industrial environment en oor innerlike houding en motivering.....They ask a lot of questions.

On what can the company benefit:

0967. Van Wyk: I think the company benefits from the point of view that we are selling.....we're selling the image and concept of this company as the employer in Atlantis, and this is the employer that I want to work for....that particular culture is already evident in Atlantis....everybody wants to work for us, but for the wrong reasons. They want to come here because they reckon we pay the highest rates, and because NUMSA is the best union in the world. Now those are the wrong reasons for coming to work here. We want somebody to come and built a career.

0974. Bosman: We can also tell them what worker we need and want.

0975. Van Wyk: So that ...yes....definetly because then you developyou know.....uh.....a feeling for the company..... uh..... [Bosman] whether you fit in or not.....kan ek inpas of nie. [Swanepoel] Ja, its making an educated decisionis it really what I want to do....is this what's it all about, maybe I'm on the wrong track.

LINKS WITH TRADE UNIONS

TAPE 9 Side 1

INTERVIEW: ESKOM-KOEBERG, Wednesday, 8 November, 1995, 09h50,
INFORMANT: Mr Charles January, Human Resource Developer, managing
the social responsibility programme in the local community.

F1

0401. Charles: From a business side I think we have shifted quite a lot from a Business perceptive having Trade Unions as our adversaries to Trade Unions becomes a partner in our business. So there is a tremendous shift on business when that happen. Even now that we are moving so much closer and now we foster a type of relationship that is only conducive to higher productivity and that the benefit that we are having the Trade Unions as a partner in your business counts a lot in our favour....and I think if we had to give other businesses advice we would tell them exactly the same because we have benefitted from it. When you turn to schools and you talk about Trade Unions, I think Trade Unions have to, because they are community - based organisations should support all facets of the community, of one of which that is getting involve with schools.

On advantages:

0411. Charles: I think Trade Unions maybe...have the ability toreiterate business needs into community terms. I think business would alwaysverbalise their needs in terms of...business terms...that is what they want. Trade Unions comes from the community, and they have to take.....so they have to translate business-needs into community needs....and I think if that was the situation we probably would not have sit with a situation where most of our people go into the white collar work, instead of going into the technical field, which we all need now. I think if Trade Unions had played a rolethat situation would have been quite different.

On 'Persons other than teachers' in the classroom:

0442. Charles: I think in a classroom situation, I am a bit of a futurist...if I can just think in terms of the future,..... the father who is a member of the Trade Union, sometimes would go and do school duty, in other words, he is a co-facilitator with the teacher in the classroom, in other words the 'world of work' is not being communicated by the business, its communicated by the father who is a member of the community who can tell them... in other words the kids get first hand experience of what is happening on out there....its not a matter of the question...yes, but he has different reasons why he is telling me ...why because he wants to exploit me.....this is a member of the community, explaining to you what is the world out there....and that is what should happen. So.....I see actually a classroom with 20 kids, sitting there... a teacher and two

parents sitting there doing duty with the teacher.....what we should not forget is that if the company is going to play 'world-economy'....the company should not be burden by unnecessary things purely because he has to carry the community on the one hand, investing in them directly, and on the other hand being a world player. I think a company would like to see once their product is sold overseas, they're employing all those people from the community...the companies would like to see that is their contribution to the community. What I'm saying here...is that if the company and the members of the community can come to some sort of agreement to go and do something.....an example could well be if a person go out and do some....work in the classroom, that maybe the company doesn't pay him, but maybe the Trade Union pays him....why not?.....

On the father, the worker coming back into the classroom and serving as a role-model:

0492. Charles: Exactly.....that's exactly what I'm saying.... Apart from...I think...the authoritative figure...there's a father in the school.....and I'm not talking about somebody standing in front of the classroom and getting payed for what he is doingI see then the parent come into the school first of all to establish an atmosphere, a learning atmosphere within that particular classroom; the second thing, it could assist those kids with focusing.....this is a man who comes from the working class...this is the type of skills that are needed in the work class, example of how his education has assist him in doing something...so the purpose of having good education, is actually personified in the father that is sitting out there, so there is a role-model element....yes break down stereotyping.

Ending off:

0523. Charles: What I would like to say is that I think although Business is trying their best to understand what the needs are of the communities they serve, I think communities have to learn and to understand what are the driving forces behind business, because if we don't understand each other, its difficult to be forged into a relationship. If we are ...or see ourselves become global players because we're opening up our economy, then we must know if a organisation takes a decision and its taken in terms of the impact it might have on the induction into the world economy, the community should understand why these decisions are made....so we shouldthe community should just be ...should assist the company in becoming a global player...and they have to understand that, instead of seeing the organisation as a tap that they can just come and fetch water from....they have to maintain that tap because that tap gets it real water from the foreign markets. I think the growth of the relationship will come from the understanding of one another....if we don't understand where we come from, its difficult to understand where we're going and its difficult to forge a relationship..... if I don't understand what is this driving force behind business, why am I doing all these things, why are they streamlining, is it necessary sometimes for a person to get multi-skilled, why is it

necessarywhy are they doing this...if they don't understand those type of concept they probably find it very difficult to understand why is business doing all these things.

TAPE 10 Side 1

INTERVIEW: 3M-ATLANTIS, Thursday, 9 November, 1995, 08h30,
INFORMANT: Mr Ron Peffers, Plant manager.

F1

0405. Ron: The short answer is.... I don't know. I must admit being a little bit uncomfortable with the idea.....whereas Trade Unions were vitally not necessaryare necessary at certain stages in the development of a set-up, I'm not sure that at that sort of level they would not be more of a disruptive influence, and you know....I think of education as very much an individual thing. If you want to learn, you will learn....okay that's easier if you don't have to many obstacles in your way like financial constraints, and so on, but the bottom line is if you want to learn, you will learn and I don't see it as a collective sort of thing which a Trade Union really is. But as I say, the short answer is I don't know. The Atlantis community is a close knit community where most often people know one another....there is a lot of potential even for Trade Unions to become involve in education.

TAPE 11 Side 1

INTERVIEW: 23 SPORTSWEAR, Tuesday, 21 November, 1995, 10h00,
INFORMANT: Mr Singer, managing director, owner of the company.

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0287. Singer: I think..I think it's probably a good starting point...yes. Yes, the Trade Unions are the actual people involve in the company....they are virtually controlling the factory floor. We as aowners, or managers, we have to work with the unions, and the unions are the ones that.....their interpretation of rulings or law is totally different to the manufacturers or the employers. You have two different educations over here. You follow.....but I think the unions themselves today, they would be the ones that say fine...you know...we're in a growing market, we need skills in this field maybe, electronics maybe, in computers, maybe in the clothing industry, in anything. They're the ones to direct the pace, because they are on the ground floor, they're the ones.....the schoolleaver eventually becomes a union member...you follow.....and even a union member have to work to a strict code of conduct. So, I

think that could be a starting.....I got nothing against unions, although they make my life a bloody misery. In most cases I agree with what they are trying to do. It's a good thing to have in the industry..... They're the ones who bring the labour onto the market....we are employing the labour, we could decide, look pal, I'm not going toI as an employer do not want labour... I'm going to go machine intensive with the minimum labour force....I could do that. I can say to hell, I don't want to get involve in labour any more.Schoolleavers got to have a direction to go to....what do I do when I leave school...a lot of these kids go and do nothing....they wait for their parents....their parents owe them an income....their parents owe them a living....so we don't want to work...we start going on drugs...we do other things...you know.....when we should be applying ourselves to be constructive, and working...that's the intention of it.

In conclusion:

0324. Singer: I think if they could just stick to the basics... the basics is....kept at school...when he leaves school, what happens to him; whatever he does, will go by his code of conduct. What was his upbringing in the school's like..... Kids go to school, they leave the school, they finish their exam and they look for work, but they're just unfit for work. You know we had a helluva bad few years in this country here....I think what everybody's trying to do now, is to put things back on the track, and I think it's a very good starting point where people like yourself are trying to alleviate this unemployment issue by getting youngsters now involved....to say fine....you want to go out of here, you want to be a big man yourself and own your own income....okay here is what you have to do, and if you do that, then you are already half way there....

On bringing about real changes in the curricula:

0342. Singer: You need to consult to see what type of things you can do.....if you're not fit enough to be an academic, you go into the woodworking, metalwork,domestic science, knitting or sowing..pattern making or designing, things like that.....one of the big things, I think that is happening at the moment.....throughout the world, you find that universities are producing people that are unemployed...why, because their skills are not needed.....So, if you need a workforce, the workforce must always be there, but if you take the workforce and educate them and bring them into what we call a.. like kidney craft...where they learn their trade, their skills would be more utilised.....If I find half my people are illiterate, that's because of our previous generation....the youngsters that are coming up now, they're looking for jobs, they've got matric certificates and you fit them into a job and they can't handle it, because they're not disciplined.....If you just take the normal workforce, your person that you can use everyday on the job, whether he's a clerk....he doesn't have to be highly skilled, he's a clerk, he can file, he can read, he can

write, he can do things that must be done now, not when you feel like it.....that's the story...it's the discipline again at all levels....and when a guy comes to work, he must be reasonably....clean, his mind must be clean....like today here with us we are experiencing about 30% absenteeism.....I mean that is an unheard of situation, why?.....because it's an attitude problem, they weren't giving those skills at school.....it's because of the training....or the lack of training that the people have had in the past....So, these little minor points are crucial.....[He cited Japan and German]it was only through discipline that they're (these countries) back where they are. Business is people. Things only happen in business because they are driven by people. So we need to get the people right.

TAPE 10 Side 2

INTERVIEW: DESIREE QUILTED, Thursday, 23 November, 1995, 12h30.
INFORMANT: Mr George Sinclair, Sales- marketing manager.

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0303. George: I'll be very honest with you, and right up front..
 that my experiences with Trade Unions started when I was with Pick an Paybut that put aside....15 years down the track, what you mention about Elsie doing to that particular school, I don't see necessary as a Trade Union influence.. I see it as a concerned parent...okay...or a concerned member of the community, and that I think is a wonderful type of person to have involved. Unfortunately there is not enough of them in this world. You know as well as I do, coming from your background that.... and I'm very involved in church, I'm very involved in a sports club in Durbanville....you always find a nucleus of people who land up doing the work in these sort of clubs etc. ...you know what I'm getting at.....and the vast majority say you can get on with it...there is not enough people like that around, and I say to you I don't necessary believe that Trade Unions need to be involved in schools. I believe that they have a role to play. With Elsie being a shop steward, being involved in the school, fantastic. I look at that as a personal involvement, not a Trade Union involvement as such. If she portrays it in a different way, that is the way she feels. I believe that Trade Unions don't need to be involved in schools, I believe they need to educate the youngsters coming through as to what their rights in the workplace are, as far as that goes, yes....because everybody has rights as far as their jobs are concern...and I'll be straight upfront with you, and say to you that whites in this country, white collar workers, are totally ignorant as far as I'm concerned...speaking from personal experience as to what their rights physically are when they are ill treated or mishandled by a company...this is why I say any school should actually have people from Cosatu, whoever, Numsa, whatever, go into schools and say...."this is what we're about, this is what we try to achieve...". Forget the party political angles and all the rest

of it, and concentrate on what those kids need to know about their rights You know, they don't understand those things, they go into life as a young adult not understanding their rights....that's the reason I say, yes, they can be involved, but from that point only.

On the future development of the company's workforce:

0357. George: We have training programs.....training is a very large part of my MD's philosophy, as far as people are concerned, and not necessary in an organised fashion....but on-the-job training and also in the showroomI believe its ongoing the whole time on the shop floor.....

TAPE 11 Side 2

INTERVIEW: ATLANTIS DIESEL ENGINES (ADE), 24 Nov.1995, 13h00, INFORMANTS: Mr Van Wyk(Personnel Manager) Ms Bosman(Coordinator of the Social Responsibility Programme) Mr Swanepoel (Industrial Training Manager)

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0985. Van Wyk: The answer is simple. Trade Unions got nothing to do with schools. Trade Unions means trade union thats got to be here. You know Mr Cicero....I'm also responsible for industrial relations in this company. We have a good relationship with the Union. But right now.....and I know where you ...and I know you well enough, and you will understand what I'm saying is completely objective, right now the Trade Union Movement in S.A. is still not rid of its political agenda and for that reason I say, no, there is no place for them right now in the school. Because to start off there, and this is the first thing we discover.... we get our recruitment we go through a whole process of recruitment and you got the right guy....within three months he becomes a member of a certain union than he startsits almost like a culture: "...julle moet hulle hell gee daar op die bestuur.../ julle moet dit doen, julle moenie dat doen nie.....". Its a constant battle. NUMSA is aware of it, we talk to them all the time about it, its a slow process that we are trying....the two parties must get together and say hey...we must have a win-win thing here... you got rights, and we say yes you must enjoy those rights, and we're happy to talk about it. But I think to make a kid whose still at school and who is impressionable, even more than ever before, then already about what a trade union memebership do, in my opinion is totally wrong. I would never agree to a situation like that. He knows nothing about life, he does'nt anything about the work situation, he does't know what's goes on here; he does'nt know the company's rule and regulations, whether its a good company or a bad company, etc. etc....now already he's been influenced....when he comes to ADE when you join that company, this is the Union you must join, these are the things you are allowed to do and not to

do. Forget it, thats our stance. And thats not....I'm not anti-union at all.
